Mass. Dept. of Education.
Annual report, 1975. Boston, Mass., 1974/75.

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BOARD OF EDUCATION

The Commonwealth of Massachusetts

Department of Education

182 Tremont Street

Boston, 02111

November 14, 1975

The Honorable Paul Guzzi
Secretary of the Commonwealth
State House, Room 340
Boston, Massachusetts

Dear Secretary Guzzi:

On behalf of the Board of Education, and in compliance with Chapter 15, section 1G of the General Laws, I hereby submit the Board's annual report for fiscal year 1975.

The Board would be pleased to receive any comments you might have on this document and any recommendations you would care to make with regard to future reports.

Respectfully,

Gregory R. Anrig
Secretary

GRA:v

State [illegible] Massachusetts
State House, Boston

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1974-75 ANNUAL REPORT OF MASSACHUSETTS BOARD OF EDUCATION

The fiscal year 1975 annual report of the Massachusetts Board of Education stresses the state's commitment to special needs children, equality of both school funding and educational opportunity, and occupational competence for all students.

This report summarizes the Department of Education's efforts to achieve these and other goals during the past year.

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eral students, who make up 22 percent of the high-school population, are those students who do not receive the benefits of either a college preparatory or a vocational-technical education.

PRIORITY: OCCUPATIONAL COMPETENCE

Occupational Competence for the "General Student"

Almost $2 million in federal funds were awarded by the Board to forty school districts and collaboratives for occupational competence projects. These demonstration projects will serve more than 6600 general curriculum students attending comprehensive high schools in 1975 - 76.

An effort to serve these students was conducted through regional education centers, on an inter-divisional basis. Federal vocational education and Title III, ESEA (Elementary and Secondary Education Act) funds were merged to provid more effective utilization of these monies.

The approved projects included the following criteria: (1) job skills training, (2) integration of academic and occupational learning, (3) inclusion of special needs students, (4) promotion of collaboration among school districts and (5) encouragement of the use of community resources.

A total of 165 letters of intent and 88 proposals for occupational competence grants were received and reviewed regionally by Department teams from the Divisions of Curriculum and Instructi and Occupational Education, as well as by additional readers.

School district interest in improving programs for the general student increased in FY 75. However,

the competitive proposal approach continued to favor the better staffed and more affluent school districts.

The Fy 75 awards did not adequately reflect the Board's general concern to improve urban education and the education of minorities. Future efforts to carry out Board policies and increase the flow of federal and state funds to urban school districts will require technical assistance from the Department of Education. In order to help urban districts, a "request-for-proposal" approach may be used to allocate discretionary federal funds (those not based by law on a distribution formula).

The occupational competence programs for 1975-76 will include career internships within the local communities, career counseling and occupational skill instruction. In addition to serving general students, the 1975-76 programs will address the needs of special education students, potential high school dropouts and bilingual students.

Occupational Education Master Planning

At its June, 1975 meeting, the Board received a draft version of a policy statement on the future of occupational education. The statement was further reviewed in August and subsequent public reaction sessions were scheduled to be held in the fall.

Four concerns were presented to the Board: (1) minority group access to occupational education, (2) choice of client for occupational education (high-school students, adults or elementary and junior high-school-age students), (3) quality of counseling as it relates to occupational education and (4) instructional emphasis and depth of occupational training programs.

The policy statement composed by Department planners followed discussions with representatives of vocational and other educational associations, state agencies and business and labor organizations.

New ideas were tested through occupational competence grants, Department-encouraged industry-school collaboration in Worcester and Springfield, a cooperative project with the National Manpower Institute, a Commonwealth Colloquium on Occupational Education and a contracted study of secondary school work experience programs by Northeastern University.

The Department began planning in FY 75 to implement the Board's FY 76 priority for career guidance with an emphasis on the intent of Chapter 766, Chapter 622 and the expanded participation of minority students in occupational education.

Career Guidance

A proposal for an occupational information system for secondary school students was developed by staff from the Executive Planning Office and the Division of Occupational Education in conjunction with staff from the Executive Office of Manpower Affairs. The proposal was funded by the United States Department of Labor.

A trial workshop for guidance counselors was conducted in collaboration with the Division of Employment Security. In addition, staff from the Divisions of Curriculum and Instruction and Occupational Education worked on career guidance planning with an advisory group.

Guidance and equal access provisions for career preparation were incorporated into the Chapter 622 regulations.

To promote career preparation and guidance for special needs students, the Board authorized the creation and dissemination of a publication describing how this can be accomplished.

The first year of Chapter 766 implementation was completed. The aim in FY 75 was to identify special needs students and place them in programs appropriate to their needs.

PRIORITY: SPECIAL EDUCATION (CHAPTER 766)

Chapter 766 of the General Laws guarantees that all children, regardless of handicap, are entitled to an equal educational opportunity in the public schools of Massachusetts.

At the end of the first year of Chapter 766 implementation, approximately 11 percent of school-age children in the Commonwealth were identified as having special needs. These students are in various stages of assessment, program planning and implementation of individually designed programs.

The 11 percent can be compared with 9 percent of the students served through special education in 1973-74 in Massachusetts. The national incidence rate

special needs children is estimated to be 12 percent of the school-age population.

In FY 74 a total of approximately $100 million was spent on special education in the Commonwealth. In Fy 75, the first year of Chapter 766, it was estimated on the basis of school district reports that special education costs totalled approximately $133 million.

Eleven million dollars of this amount can be attributed to normal cost increases but approximately $22 million was the estimated cost of new programs and services initiated as the result of Chapter 766.

The following specific results were obtained in the first year of Chapter 766 implementation:

Early Childhood Programs and Services

One hundred and seventy public and private early childhood education programs were established to serve special needs students. Planning efforts during this first year indicate that next year the number will double.

Forty-seven Department-sponsored conferences were held around the state to assist in this planning effort. The Department was assisted by Technical Assistance Development systems (a federally funded early childhood program), which is now helping the Division of Special Education devise a model state plan for early childhood programs for special needs children.

Occupational Preparation for Special Needs Students

Joint planning by the Divisions of Occupational and Special Education led to the establishment of 13 new vocational programs for special needs students.

Development of Due Process Procedures

Two hundred and fifteen appeals were filed with and are presently being handled by the Bureau of Special Education Appeals. Thirty-nine have been negotiated without need for a hearing; 104 were heard by appeals hearing officers. Of these, 14 were further reviewed by the special education advisory council and 6 are being sent to Superior Court.

Approximately 1500 pupils in state schools and hospitals received core evaluations by June 30, 1975. All 2600 students were in the process of being evaluated .

One hundred and seventy-three children previously served by institutions were served by public-school programs while 1200 children were provided with educational programs in institutions. This means that 1230 remained without programs as of June 1975. As core evaluations were completed programs were identified and were in the process of being established for the remaining children.

A federal grant was awarded to the Division of Special Education for evaluations. The division decided to fund core evaluations for the 130 children residing in state hospitals. Although these children are the responsibility of local

with the recognition that the children pose particular programmatic and fiscal dilemmas for public school

Consequently, these children will receive full core evaluations with a resultant program designed for them by December, 1975. Local public schools are fiscally and programmatically responsible for carrying out these individual plans.

The division contracted to have full core evaluations conducted for all 538 children tuitioned by the Department of Education to out-of-state schools. One result of this effort is that many children were identified as having third party entitlements such as Medicaid. The Board felt that the use of these entitlements can reduce the cost to the Commonwealth and allow more option for services and programs in the state.

Division of Special Education Management

Within the divison, personnel and budget planning systems were instituted. The management of federal funds was consolidated, as was the processing for state contracts, particularly for the institutional schools programs.

The division began to restructure key functions, such as advocacy and transfer others, such as management of data processing, to centralized Department control.

An increase in the regional service capacity of the division resulted in special education staff

working more closely with local staff.
Two hundred and fifty-three workshops for local school staffs were sponsored within the regions this fiscal year. In addition, a new Bureau of Institutional Schools was formed to manage educational units in the 10 state institutions.

PRIORITY: EQUALITY OF EDUCATIONAL OPPORTUNITY

Implementation of the Racial Imbalance Plans for Boston and Springfield

Board orders, affirmed by the state Supreme Judicial Court, went into effect in Boston and Springfield. The federal District Court found the Board free of any fault as a defendant in the Boston case and gave credit to the Board for pursuing alternative, efforts.

In Springfield, desegregation of the five remaining imbalance schools was completed.
In Boston, the state plan prepared within guidelines set by the state Supreme Court, was implemented in the face of oppostion and violence, however most schools affected operated peacefully on a desegregated basis. The commissioner participated with school and city officials at the time schools opened.

Federal funds previously withheld from Boston were released by the United States Department of Health Education and Welfare in August and processed by the

to aid in planning. The commissioner and the Boston superintendent successfully petitioned the United States commissioner of education for $1.9 million in Emergency School Aid Act funds.

The Board's role during phase I focused on (1) directing state and federal funds to Boston and Springfield to assist with desegregation, (2) exercising administrative pressure, where appropriate, on city and school officials and offering cooperative support to the superintendent and (3) demonstrating leadership in court.

The most influence was exerted in court. The Board developed positions on all issues and plans which came before the court in FY 75. During an exchange with counsel for Boston, Judge W. Arthur Garrity noted that no party represented in the case has been given greater heed than the state defendants as represented by their counsel. Each of the judge's decisions reflected this, most notably his order for the state plan to go into effect for 1974-75 and his preparation of the plan for Phase II in 1975-76.

Also during FY 75, METCO was expanded; Chapter 636, the law that amended the state racial imbalance act, was implemented; and a voluntary metropolitan educational programs bill was developed and submitted by the Board.

The Board supported other metropolitan efforts

(the Metropolitan Planning Project and Chapter 636 magnet programs for urban and suburban students); and the Board opposed, in legislative testimony and in court, attempts to undermine the racial imbalance act.

The activities of the Department during FY 75 represented a culmination of nine years effort by the state Board of Education.

Chapter 622 was implemented to provide minority groups and females with an equal educational opportunity in public schools of the Commonwealth.

Advancement of Opportunity for Women under Chapter 622

Chapter 622 regulations were adopted at the June Board meeting after a preparatory year of recommendations and subsequent public hearings. Regional 622 subcommittees participated in the development of proposed regulations; workshops for school personnel were conducted in each region; and a special issue of Kaleidoscope was developed describing successful 622 programs. Discussions were held with key groups and individuals affected by Chapter 622 during the year.

The student rights and responsibilities bill, Chapter 785 of the Acts of 1973, was passed and implemented.

Student Rights and Responsibilities

The Board-sponsored student rights and responsibilities bill was enacted in August, 1974. It had a "home rule" amendment attached, however, leaving implementation to local option. The Bureau of Student Services and the Student Service Center were active in urging local adoption.

As of June, approximately 13 school districts

have adopted the law or some version of it. This year students in more than 35 additional districts have pressed for adoption of the law.

In addition, the Board approved, in support of its Educational Goals for Massachusetts, regulations for student records, Chapter 215 recommendations, recommendations for election procedures for student advisory councils and Chapter 622 regulations. The Board also submitted a bill for student advisory council chairpersons to be non-voting members of school committees. This bill was subsequently defeated despite a favorable report from the Joint Education Committee.

PRIORITY: STRENGTHENING THE CAPACITY OF THE DEPARTMENT OF EDUCATION

A state assessment program was implemented in 1974-75 and a bill was submitted to provide state incentives for local use of state assessment methods.

Educational Assessment

The state assessment program was implemented in FY 75. Final reports were presented at the June Board meeting in the areas of reading, mathematics, decision-making, occupational attitudes, occupational preparation and public attitudes toward education and the educational goals.

Regional dissemination workshops on these reports were conducted in June. Assessment teams were organized to assist school districts in preparing their own assessment programs in 1975-76.

The assessment survey, to be continued next year, will cover writing, citizenship, social studi

bilingual education, foreign languages, and METCO (a program in which urban students are voluntarily transferred to suburban communities for educational purposes.

A bill was submitted by the Board to provide state incentives for local use of the state-developed assessment instruments. In June, the bill was reported favorably by the Joint Education Committee. It then went to the House Ways and Means Committee.

State funding for assessment will not be possible in FY 76 due to the 10 percent cut ordered by the Governor on all state spending. However, the Board hopes for favorable consideration within the executive branch for the following year.

Because it was implemented with support from the educational associations, the state assessment program did not provide either the controversy or confusion which accompanied the previous fourth-grade testing program in the state or assessment programs in other states.

In addition, under the direction of the Bureau and Assessment, progress was made in controlling, analyzing and consolidating information gathered by the state from local school districts. The superintendents' association estimated that the reporting workload on local school officials was reduced 50 percent.

A school finance reform bill was developed and a coalition in support of such reform was

School Finance

A comprehensive school finance bill was initiated and a series of Board discussions was held leading to Boa

approval and submission of H-128 to the Great and General Court. The reform legislation would shift reliance on the local property tax for education to other tax sources. It would also equalize educational aid for urban and poorer communities.

An advisory group, composed of educational organizations, met frequently with representatives of municipal associations and the Massachusetts Taxpayers Foundation.

The commissioner held five meetings with the League of Cities and Towns, the Mayor's Association and the Selectmen's Association. He also participated in three regional workshops on municipal and school finance sponsored by the League of Cities and Towns and in six meetings of the Legislative Commission on Unequal Educational Opportunity.

The benefits of these activities were realized in March when, in a hearing before the Joint Taxation Committee, all the educational associations spoke in support of the municipal revenue sharing bill (H-1809) sponsored by the League of Cities and Towns.

In a subsequent hearing before the Joint Education Committee, all the municipal organizations supported H-128 and all the educational associations supported either H-128 or the same reform goals contained in the Board's bill.

In addition, the Coalition for Special Educatio

and the Bilingual Advisory Council supported H-128. As of June, the bill was referred to the Commission on Unequal Educational Opportunity pending decisions by the governor and legislature on a new tax package.

A strategy regarding school district organization in Massachusetts was prepared and implemented. Recommendations by the Governor's Commission on School District Organization and Collaboration were reviewed.

School District Organization and Collaboration

With passage of the Chapter 492, which contains the Board's recommendations for a revised regional aid formula, the Department placed renewed emphasis on K-12 consolidation. Three K-12 regional school districts were formed with Department assistance in FY 75 (Hamilton-Wenham, Dennis-Yarmouth and Groton-Dunstable).

Twenty-two recommendations in a Report of the Governor's Commission on School District Organization and Collaboration were reviewed by the Board in its detailed response of October, 1974.

The list of possible K-12 district reorganizations contained in the report was reviewed by each regional office and revised into a draft of options for district reorganization in Massachusetts. The latter and a report on school district collaboratives now in operation were scheduled to be presented to the Board in September.

A bill to correct technical flaws in Chapter 492 was developed in cooperation with the Massachusetts Taxpaers' Foundation and signed into law in June. A bill to eliminate superintendency unions

by 1978 was developed and submitted by the Board but was reported unfavorably by the Joint Education Committee and defeated in the House. A bill to provide state incentives for voluntary metropolitan education programs was developed and submitted by the Board and referred to the Commission on Unequal Educational Opportunity.

The Commissioner plans to present the Board with new guidelines for school district organization in FY 76.

Phase II of regionalization was approved and organizational development training for regional and headquarters personnel was completed. Instruction was given in team building, role clarification and authority, interdivisional coordination skills, and consultative skills.

Regionalization of the Department

A Phase II regionalization plan was approved by the Board in March. Reassignment of Department personnel under Phase I was completed by December. From a July, 1974 level of 40 regional staff, the December level increased to 186.

Pugh-Roberts, a Massachusetts Institute of Technology-based management consulting firm, provided training and support to regional coordinators and bureau directors.

Two administrative policy documents resulted - one on personnel and staff development, the other on program operations. Both documents detail role and authority for all management levels under regionalization. An evaluation of training needs of regional personnel was completed and implementation of the program was supported with federal funds.

By the end of the year a total of 364 staff

members will be assigned to regional offices. Services for school districts from all program divisions will then be operating entirely out of regional offices.

A task force report on the role and responsibilities of regional advisory councils was approved as policy by the Board in April, resulting in a stronger role and new name - Regional Education Council.

A Department-wide service to conduct administrative hearings was established as part of a reorganization of the Legal Office.

Due Process Procedures

The Legal Office was reorganized by the appointment of a new general counsel and three additional attorneys, making a total staff of five lawyers. In addition to serving the state's local school authorities and the public, expanded legal assistance was provided for the Board, the commissioner and operating units of the Department.

Two hundred and fifteen Chapter 766 appeals were heard and processed by the Division of Special Education in cooperation with the Legal Office. Assistance by the Legal Office was also given to hearings on Title III, ESEA; teacher certification and teachers' retirement.

The Legal Office was consulted on legal questions in the areas of proprietary schools, Chapter 622 enforcement, special education, bilingual education, school breakfast programs, personnel matters and collective bargaining.

Most of the time of the general counsel was spent this year, however, in the area of school de-

segregation. The commissioner anticipates that more attention will be given next year to the development of procedures for administrative hearings.

Management improved during FY 75 in fiscal control, management information and interdivisional coordination.

Internal Management

The Department's fiscal control capacity was improved by the Bureau of Management. Local aid formulas were more accurately projected; administrative accounts were monitored; a computerized personnel system was established and personnel and fiscal procedures were standardized.

To allocate discretionary federal and state funds, a document was developed which emphasized certain programs. The policy allowed the Board, commissioner and division heads to monitor the application of funds to Board priorities during the fiscal year. Also, for the first time, the FY 77 budget recommendations were developed with contributions from professional employees on a regional basis.

Initial implementation began for the new teacher certification law, Chapter 847 of the Acts of 1973, by an advisory commission.

Teacher Certification Law

Draft standards for the permanent certification of teachers were developed. It was anticipated that standards for provisional certification and program and evaluation procedures will come before the Board by March, 1976.

Conclusion

In addition to the above priority objectives for FY 75, aimed at providing leadership and service for the state's educational programs, the Board and commissioner moved forward on other assignments.

Standards were passed for the following: schoo census, student records, educational improvement and magnet programs, interim certification of special education professional personnel, and length of school day and year to ease the energy crisis.

The Board acted on the following: arts plannin recommendations, a report by the school management businessmen's task force,a new Department table of organization and a 45-day school construction moratorium.

Decisions were made to phase out the Experimental School, to cut the FY 76 budget by 10 percent in response to the governor's order, to advance compliance with school breakfast laws and to organize management workshops for school committee chairpersons.

Three associate commissioners and an executive deputy commissioner were recruited, screened and appointed: Robert Audette, Division of Special Education; Patrick Weagraff, Division of Occupational Education; Fred Williams, Division of Administration and Personnel and Michael Daly, executive deputy commissioner.

In the area of legislation, the Board adopted a policy on legislative matters for Department personnel and submitted a bill to strengthen regulation of proprietary schools.

In addition to its schedule of meetings in Boston, seven regular 1974-75 Board meetings were conducted in each of the educational regions to enable area school officials and advisory councils to present local issues to Board members.

ANNUAL REPORT

YEAR ENDING JUNE 30, 1975

DIVISION OF SPECIAL EDUCATION

ROBERT H. AUDETTE, ASSOCIATE COMMISSIONER

DIVISION OF SPECIAL EDUCATION

The responsibilities and challenges presented to the Division of Special Education have grown by leaps and bounds during the first year of implementation of Chapter 766. All of the preparation could not totally answer all of the questions before they arose. A new bureau, Institutional Schools, came into existance in order to improve upon provision of educational services to a population of youngsters housed in both Mental Health and Public Health Institutions. Intended, was an integration of services developed by looking at these youngsters' needs in a way that can lead to individualized educational programing. Dealing with children in institutions is one example of how several major public agencies are strengthening their cooperative efforts on behalf of the children of the Commonwealth.

New legislation and complementary programs bring with them questions and dilemmas - Chapter 766 was no exception. The phones literally never stopped ringing. Each group lent their own interpretation to the regulations, which at times led to questions about the development of individualized educational plans. The Bureau of Special Education Appeals was kept busy with negotiations and conducting hearings to insure due process rights guaranteed within the law. At times the issues dealt with "best" program versus "adequate" program. The legal office was most instrumental in helping to sort out the issues arising from the complex negotiation process.

Although the Division and the law are both relatively young, there is a real sense of satisfaction at the close of year one. Tremendous strides were made - better communication was established with other agencies, regional education centers, and LEAs. New programs were developed, Collaboratives established, more special needs youngsters identified, more CORE evaluations initiated and completed. The Bureau of Special Education Intervention (currently the Bureau of Program Audit and Assistance) made great strides in regionalization and provision of service to LEAs. Consistent with the variety of start-up activities, the Division maintained its commitment to management improvement. Manuals and forms were developed and refined, regulations amended, a CORE evaluation manual completed and diseminated, and an increased cooperative effort between LEAs and regional offices was evidenced.

This is, however, only a beginning step in a lengthy process of implementation. Much remains to be done. The Division intends to rise to the challenge.

Robert H. Audette
Associate Commissioner
Division of Special Education

Bureau of Institutional Schools

Margaret Pyne, Director

The Bureau of Institutional Schools was established in the Division of Special Education by Section 12, Chapter 766 of the Acts of 1972. The Bureau is responsible for providing appropriate educational programs for 2600 students (ages 3-21), in 12 Mental Health and Public Health facilities throughout Massachusetts. These schools are:

1. Blechertown State School
2. Monson State Hospital
3. Walter E. Fernald State School
4. Hogan Regional Center
5. Paul A. Dever State School
6. Wrentham State School
7. Gaebler Unit/Metropolitan State Hospital
8. Rutland Heights Rehabilitation Center
9. John T. Berry Rehabilitation Center
10. Lakeville State Hospital
11. Tewksbury State Hospital
12. Massachusetts Hospital School

The Bureau's primary goals for this report period were to:

1. Complete full core evaluations for all resident students in the specified institutions, and,
2. Provide programs to meet educational objectives as specified for each individual student through the core evaluation process.

Both goals were to include maximum involvement of the student's local education agency.

The Department of Mental Health and Public Health transferred 165 permanent and 10 temporary education positions to the Department of Education to maintain existing services formerly provided by those respective agencies. These transfers were effective November 25, 1975 retroactive to July 1, 1974 to conform with the FY75 calendar. Additionally, the Department requested 47 new positions to provide management and support services in the Central office, 6 Regional Education Offices and at 7 institutions haveing 60 or more resident students.

These new 02 positions were approved and subsequently filled by the Board of Education following their December '74 meeting. State freezes and restrictive hiring policy allowed only for the hiring of 37 of these positions.

The Bureau of Institutional Schools administrative staff include:

Central Office	-	Margaret E. Pyne, Director Anne Berry, Assistant Director Eugene Booth, Ed. Specialist
Central Office Support Staff in other Bureaus	-	(Kaufman, Colotti, Nolan, Gibber, Grews, et. al.)
Greater Boston Regional Office	-	Maria Tadd Sidalia Garrett Debra Aguillard
North Andover Regional Office	-	John Conlon Robert Powers (resigned 9/75)
Springfield Regional Office	-	Peter Willner
Pittsfield Regional Office	-	Emory Hall
Southeast Regional Office	-	Leslie Bradbury Virginia Cook
Worcester Regional Office	-	Edward McCarthy

Assistant Superintendents for Children's Services include:

Belchertown State School	- John Michael
Monson State Hospital	- Stathe Moraitis
Wrentham State School	- Morris Rubin
Dever State School	- Robert Browne
Fernald State School	- Donald Anderson
Hogan Regional Center	- Susan Scott (resigned 6/30/75
Mass. Hospital School	- Lorraine Atkin

Arthur Bolton Associates have been contracted by the Department of Education to provide extensive technical assistance in implementation to the Bureau during this formative period. Their assistance has been significant in the development of fiscal and program strategies and guidelines. They have also been responsible for actual statewide coordination required to perform 2600 core evaluations.

Major activities of the Bureau during the first 10 months include:

1. Design and implementation of an expenditure plan for the FY75 budget ($9.7 million requiring 50% reimbursement)

2. Design and implementation of 766 core evaluation/ Title XIX process.

3. Selection and hiring of new BIS administrative staff.

4. Training of BIS, Contractors, Collaboratives and LEA staff for student evaluations and educational program development.

5. Resolution of fiscal, management and employee relation issues for 175 employees transferred from DMH/DPW.

6. Design of a program implementation model to maintain existing educational programs and to establish new education resources to serve all BIS students.

7. Initiation of Bureau, Division and Department planning to merge BIS and Program Audit and Assistance as soon as it is fiscally and programmatically feasible.

I. Design and implementation of an expenditure plan for the FY75 budget.

The Legislature approved an appropriation of $9.7 million for the BIS account 7028-0031. Key to the appropriation act was a clause requiring 100% reimbursement through Federal programs. This necessitated the linkage of Chapter 766 and Title XIX (Title XIX of the Social Security Act/Amendment provided fiscal support to states to establish Intermediate Care Facilities for the Mentally Retarded). In Mass. a cooperative program (encompassing state agencies and Secretariat offices) exists in an effort to qualify Belchertown State School, Fernald State School, and Hogan Regional Center as ICF/MR's.

The Department of Education is aiding in this process by conducting Chapter 766 core evaluations which also meet requirements for Title XIX evaluations for students 3-21. It is estimated that a minimum of 50% of 1930 students, 3-21 may be eligible for SSI and that evaluations of these students may result in the state acquisition of 24% of Department of Education expenditure through the Title XIX revenue sharing process.

Complex, new state budget directives coupled with a massive administration changeover in state cabinet offices resulted in the Bureau being unable to spend $4.5 million for FY75.

However, a total of $5.2 million was expended for the BIS program.

$2,145,935 supported 01 and 02 positions.

$3,148,620 paid for basic core evaluations, special assessments and Program Coordination for 2600 students, and program assistance.

Fourteen major contractors and numerous LEAs are in process of conducting full core evaluations for all institutionalized

students. Significant in all evaluations have been the active participation of parents and local education agencies as a result of Bureau staff and Contractor efforts. Many parents have not been in contact with their child for a number of years. LEAs were often meeting the student for the first time. It is anticipated that initial LEA participation will motivate local education agencies and regional collaboratives to work with the Bureau of Institutional Schools to develop community - based educational programs for multi-handicapped students.

II. Design and implementation of 766 core evaluation/TItle XIX process.

Arthur Bolton Associates in conjunction with the Division of Special Education program and management staff, coordinated the core evaluation process. This massive effort required state-wide training, coordination, and monitoring programs for more than 500 professionals. Arthur Bolton Associates and the Bureau of Institutional Schools published a descriptive training manual entitled, "The Core Evaluation Procedure for Students Living in Institutions."

Interagency agreements were negotiated to better coordinate with the Title XIX efforts of other participating agencies (BODD, DMH, EOHS, DPH). Interagency cooperation also ensued to create a positive working relationship as Department of Education Assistant Superintendents reported to a DMH/DPW Superintendent in their facility. This joint interagency responsibility is unique in the State with the establishment of the BIS program.

III. Selection and hiring of new BIS administrative staff.

New administrative staff were placed according to function and need in Central Office, Regional Offices, and at certain institutions. In accordance with Department policy, candidates were reviewed by appropriate Screening Committees following selection by the Associate Commissioner for Special Education and a representative of the offices, Bureaus, or Divisions to which the candidate would be assigned. Regional office Educational Specialists were selected in agreement with the Regional Center Coordinator and the Special Education Project Director. Assistant Superintendents were selected by the Department of Mental Health or Department of Public Health facility Superintendent and the Commissioner of Education as prescribed by Chapter 766.

IV. Training of BIS, Contractors, Collaboratives and LEA staff for student evaluations and educational program development.

Training of staff was accomplished in a variety of ways. Two major statewide meetings were held with potential contractors to explain the overall BIS goals and operating procedures. Subsequent meetings were held as requested with

individual contractors. A 4-member CET training/monitoring staff was established through a grant awarded by the Bureau of Education of the Handicapped to train Core Evaluation Teams. Regional office Educational Specialists and Assistant Superintendents for Children's Services were trained through monthly and semi-monthly meetings coordinated by the central office administrative staff and Arthur Bolton Associates. Staff training is on-going and continues as new goals are identified and implementing models developed.

V. Resolution of fiscal, management and employee relation issues for 175 employees transferred from DMH/DPH.

Numerous problems surrounding proper salary levels, individuals' job status, civil service, responsibility and inter-agency organizational lines plagued the Bureau during the first 6 months of operation. Employees relations issues, especially those pertinent to institutions, are now being forwarded by Assistant Superintendents to BIS central office and the Division of Administration and Personnel (Department of Education). These issues will form a "package proposal" and will be submitted to the Office of Employee Relations (A&F) as OER clarifies collective bargaining units for the Commonwealth of Massachusetts.

VI. Design of a program implementation model to maintain existing educational programs and to establish new education resources to serve all BIS students.

Program implementation proposals are currently being developed based upon aggregate educational objectives of 2600 core evaluations. New and existing educational services are being identified in LEAs, or collaboratives with the heop of Regional Office Educational Specialists. Simultaneoulsy, Assistant Superintendents are identifying students who can participate in these programs.

Fiscal resources of the Bureau will be contracted to collaboratives and LEAs to fund programs in the community or in the institution. It is noted that a strong priority is given to establishment of community-based programs and the establishment of services for students who currently are in no program or in an inadequate program.

Training manuals and scheduled training sessions for BIS staff have been developed to activate programs statewide.

VII. Initiation of Bureau, Division and Department planning to merge BIS and Program Audit and Assistance as soon as it is fiscally and programmatically feasible.

Inter Division/Department planning is strongly anticipated in that if sufficient funds are appropriated conservately 60% of the BIS students can be educated by LEAs and collaboratives in the community. As that occurs and fiscal responsibility is shifted to LEAs, there is a dimishing need to main-

tain the Bureau of Institutional Schools as it exists today. Although this transfer may require a 3-5 year development period, budgetary and program planning is now beginning to meet that end.

Bureau of Special Education Appeals
(formerly Bureau of Child Advocacy)

Keith W. Rawlins, Jr., Director

The Bureau of Child Advocacy has completed its first full year of investigations and hearings, under Chapter 766. The year started, September, 1974 with a Director, three hearing officers, a clerical person, and twenty-two cases. In February, we obtained a federal grant that allowed us to add six Regional Representatives, one to each region, to investigate cases, negotiate whenever possible, and report their findings to the Director.

The year started with twenty-two cases referred in the month of September. It being the beginning of the year and a brand new, untested process, many cases were referred back to LEAs for additional information; requesting the LEA to meet with the family of the child and share material; requests to parents to share independent evaluation with the school; and other like problems.

Meetings were scheduled, across the state to help parents groups and Superintendents of Schools and Directors of Special Education groups to better understand how hearings would be held, share the Bureau's Guidelines, and have both groups understand the process. To further assist groups that we didn't have time to reach, a video tape of a mock hearing was developed. A special meeting was held to help a group of Directors of Special Education in Boston with the process. Only one case from the City of Boston was referred to the Bureau. No hearing was held, the case was negotiated prior to hearing. Two regions within the state gave us the largest number of cases, Greater Boston and Northeast. The mojority of the cases heard during the first year, were cases where the child was in a private school and the parents were seeking financial assistance from the public school. The majority of the decisions were in favor of the LEA providing the program they had presented in their educational plan.

The year ended, June 30, 1975 with the following statistical count:

Total Cases Serviced - 135

Greater Boston Region	90
Northeast Region	98
Southeast Region	47
Worcester Region	34
Springfield-Pittsfield Region	46

173 Cases were closed during the year:

80 cases were negotiated by the Regional Representatives
93 decisions were rendered by the hearings officers

In addition:

32 cases to be heard over the summer months
110 pending cases (waiting results of independent evaluations, etc.)

It became evident by the end of the school year that additional hearing officers were needed to begin the 1975-76 school year. With the state budget not permitting this, a review of the procedure used was made, with the Associate Commissioner and Legal Department participating. We concluded that an exorbitant amount of time was spent listening to testimony that had already been presented by the LEA in writing. This alone would cut down on the length of hearings. Two other outstanding problems were, time spent sharing documents that both sides withheld until the hearing; and postponement of hearings due to legal council being in court on other cases.

Expecting referrals to triple during the next school year, a new procedure was put into effect. The regional representatives were trained as hearing officers and the hearing officers to continue that function and help investigate cases. The hearing officers, housed in Central Office, were regionalized and both groups would investigate cases in the regions where they were assigned. Both groups would hear cases, across the state, in all other regions. This would give the Bureau nine hearing officers. We recognize this may mean less time for negotiating cases and more time spent at hearings, especially starting a new year with 110 cases.

Another problem area, recognized close to the end of the school year, is one of not having witnesses for the school department available during the summer months. School ending in June and most school personnel are employed ten months. Therefore, very few hearings were held during July and August. This problem is being addressed presently.

Of the 93 cases decisions were rendered, or during the year, twenty-four were objected to by the parents and were referred to the State Advisory Commission. Of this number twenty-one have been upheld by the SAC - two are being held for clarification - and one has been overturned.

Two families have taken their case to the Superior Court.

Bureau of Special Education Intervention

Michael V. Moriarty, Director

With the implementation of Chapter 766 major changes occurred within the Bureau of Special Education Intervention. Chapter 766 mandated a closer cooperation between the Department of Education and agencies within the Executive Offices of Human Services.

The creation of seven Regional Reveiw Boards made up of members of all agencies in Human Services and Education are responsible for approving all private schools and evaluation facilities servicing children with special needs. The Regional Review Board must also consult with the regional office concerning any out of district placement of a child. Fifteen percent of the Bureau's efforts related to the Regional Reveiw Boards.

The creation of the Regional Special Education Advisory Councils comprised of parents of children with special needs and professionals in education created a closer working relationship among these various publics. A major task undertaken by the Regional Advisory Councils was to advise the Bureau on the approval of implementation plans required by Chapter 766 from each school district. During FY '75 there was no plan which was unapproved as of June 30.

A decrease in staff as a result of resignations and subsequent freezing of positions greatly increased the workload among the regional offices and forced the Bureau to curtail many activities related to technical assistance towards program development. Until such time as additional staff are available technical assistance will be on a very limited basis.

The Bureau has continued to offer technical assistance in grant preparation under Education for the Handicapped Act, Parts B and D and P.L. 89-313. Projects approved under Part B reflected BEH priorities in the areas of unserved children, inappropriately served children and involved students that were currently out of school in developmental day care programs of the Department of Mental Health. Part D monies under the Education for the Handicapped Act were used to conduct a number of regionally sponsored in-service training programs for LEAs and private schools. All workshops were developed cooperatively with LEAs, institutions of higher education, and regional education centers.

During the FY '75 school year the Division of Special Education received a grant under Part D, Education for the Handicapped Act to provide training addressing those needs identified by the LEAs. While funded at a level less than requested the grant will allow the Bureau to act as an agent or broker bringing the expertise from institutions of higher education and school districts to bear on the needs of communities in the area of training.

In FY '75 plans were formulated for and preliminary activities began to develop a program audit system whereby the Division would carry out its mandate under the legislation to evaluate programs for special needs children. In this regard the instrument will be developed by September 1 and training for regional education center staff will be conducted during the month of September. The instrument will be field tested in the months of October, November and December, 1975. It is expected that a finalized instrument will be operational January 1, 1976. The Bureau anticipantes that a minimum of 10% of all LEAs will be subjected to a program audit during FY '76.

Bureau of Management

Terry C. Bradford, Director

Two projects were added to the Bureau of Management this year, Private School Placement and Registry and Teacher Certification and Program Approval. The Private School Placement and Registry has continued maintenance of a registry of approximately 3500 state tuitioned children in private schools, the processing of all approvals for out-of-state facilities and placement, the processing of transfers, and the coordination of monthly State and Regional Review Board meetings. Additionally, the Registry contracted full core evaluation services for all children tuitioned by the Department attending out-of-state private schools. These evaluations for about 400 children will be completed during the 1976 fiscal year.

The Teacher Certification and Program approval project is responsible for directing the evaluation and approval of higher education special education teacher preparation programs, directing the evaluation and approval of special education professional personnel, and providing technical assistance in the development of special education teacher training programs for compliance with regulations adopted by the Board of Education January 28, 1975.

The Management Bureau has continued to increase its capacity to meet its responsibilities in school transportation, personnel accounting, management of fiscal affairs, the administration of federally funded programs (EHA Part B&D, and P.L. 89-313) and the provision of administrative and management support services to the Division.

In the area of transportation for state tuitioned special needs children, the Bureau designed a new model for contracting transportation services. We are confident that FY76 will show that our new design will provide a significant financial savings to the Division.

A personnel accounting system was developed by the Bureau early in the year to manage all department policies with respect to recruitment, affirmative action practices, and the selection and utilization of personnel regionally and centrally.

The Bureau is continuing its efforts in developing more efficient budget planning, control and accounting systems for both its state and federal accounts. During the 1976 fiscal year the Bureau will be in a position to provide to the Associate Commissioner and other Bureaus periodic reports on the status of the Division's state and federal accounts. Towards the latter part of the year, the Bureau arranged for management consultants to work with the Division as a whole towards the improvement of management skills for Bureau Directors and the establishment of management systems for thier Bureaus. These services will continue into the 1976 fiscal year and as new objectives and programs are identified by the Division our management consultants will continue to work closely with us to insure the most efficient use of financial and human resources.

ANNUAL REPORT

YEAR ENDING JUNE 30, 1975

DIVISION OF SCHOOL FACILITIES

AND

RELATED SERVICES

WILLIAM B. BLACK, ASSOCIATE COMMISSIONER

Division of School Facilities and Related Services

The Division of School Facilities and Related Services has major responsibility for overseeing programs in school facilities planning and funding, nutrition education and school food services, and school district reorganization and collaboration. Coordination and supervision of these programs involves the Division in several areas that are of high priority to the Board of Education.

Occupational Competence

Units of this Division cooperated with the Division of Occupational Education and local agencies to further the Board's goal of Occupational Competency, by assisting in the formation of regional-vocational-technical school districts and by assisting in the development of plans and specifications for modern regional and local vocational-technical school buildings. During 1975, six vocational-technical school districts were approved for funding by the Board of Education as a result of extensive planning and support from the Bureaus of School Building Assistance and School District Reorganization and Collaboration. Close cooperation with these two Bureaus and the Division of Occupational Education has been maintained and strengthened by requiring all educational specifications and plans for occupational programs and spaces be reviewed with staff of the School Building Assistance Bureau by appropriate staff in the Division of Occupational Education and providing for close interaction between the Bureau of School District Reorganization and Collaboration and the Division of Occupational Education in the formation of regional-vocational school districts and also in the formation of collaborative programs and services under Chapter 797 of the Acts of 1974.

Special Education

Physical and Emotional Well-Being: By promoting nutritional well-being, planning new and improved school facilities and providing for the best educational services and programs through a regionalization or collaborative effort, the Division works toward furthering the goal of the Board of Education to promote the physical and emotional well-being of the child. The Bureau of Nutrition Education and School Food Services has worked closely during the year with the Massachusetts Advocacy Center in providing data relating to the breakfast program, responding to their suggestion to revise the method of determining eligibility of schools to participate in a free or reduced price breakfast program and to further expand the breakfast program to reach more children. This cooperation in providing data and the subsequent expansion of the breakfast program so that nearly all eligible schools are now in

compliance with the mandate was accomplished despite severe reductions in Bureau staff and served to further strengthen the goal of the Board and the aim of the Bureau to promote nutrition education and the right of all citizens to be adequately nourished.

During 1975, the Bureau of School District Reorganization and Collaboration continued its close working relationship with the Division of Special Education not only in working to expand educational opportunity for those students with special needs through a reorganized school district but also to provide special services to these children through a collaborative effort. With the passage of Chapter 797 in 1974, Peter Murphy, the Director of the Bureau of School District Reorganization and Collaboration was charged with the coordination and review of collaborative educational programs. Since this time, over thirty-five programs have been reviewed by Peter Murphy and subsequently approved by the Commissioner. Because of the impact Chapter 766 is having on local educational agencies and the lack of staff and facilities at the local level to provide adequate programs for these children, many collaborative programs are being formed to provide these special services on a cooperative basis. Because of the proliferation of collaborative programs a study was begun by Christine Lynch of the Division Office to compile a listing of all collaborative programs (formal or informal) operating in Massachusetts in an attempt to provide in one document, a master list of all programs undertaken by the local educational agencies on a cooperative basis. This was put in place during 1975 through a series of meetings with Regional Education Center staff, Division representatives and other local officials and will be continued during the next year.

Equality of Educational Opportunity: In promoting equality of educational opportunity, all programs in the Division of School Facilities and Related Services have maintained and strengthened their relationship with the Bureau of Equal Educational Opportunity. The School Building Assistance Bureau has worked closely with staff of the Department and Boston officials in the current desegregation plan in the City. The Bureau of School District Reorganization and Collaboration began work during 1975 to implement the recommendations of the Governor's Commission Report. These recommendations call for local school districts providing certain basis services through a reorganized school district. Staff in the Bureau of School District Reorganization and Collaboration prepared, with the help of Regional Center staff, a "master plan" or "match-up" of school districts that would; abolish all superintendency unions, extend most partial regional districts into K-12 unified school districts and combine the resources of small school districts together to provide a more cost-effective and efficient school district.

Strengthening the Capacity of the Department of Education

Legislation: This year the Board of Education filed seven legislative proposals. Three of these seven bills were developed by staff members of this Division in cooperation with the Office of Legislative Affairs. The first of these bills, House 129 provided for the establishment of voluntary metropolitan education programs. This bill became the basis in part for a Resolve signed by the Governor and now Chapter 50. The second, House 131, providing for the elimination of superintendency unions, was rejected by the General Court. The third bill, House 132, a refile of House 52, a Board sponsored bill filed last year, is being held pending the disposition of Senate bill 2041. Senate 2041 was filed by the Governor and, if passed, will substantially alter the scope of the school building assistance program.

Because of the economic situation in the Commonwealth and the attempt to limit state expenditures, early in 1975, the School Building Assistance Bureau initiated a study of other state school building assistance programs in an attempt to look at alternative methods of funding and administering a state school building program. The response from the fifty states to questions raised was almost 100 per cent. This information is being analyzed and has proved very useful and informative in Massachusetts' attempt to provide for a more cost-effective program.

During the year, Division staff served on the Search Committee for the Executive Deputy and the Deputy for Coordination and took part in various state training programs and 505 conferences. In addition, John Stalker was appointed by the Secretary of Agriculture, Earl Butz, to the National Advisory Council on Child Nutrition for a three year period. The Council is authorized by the National School Lunch Act, and its function is to make a continuing study of the child nutrition programs administered by the United States Department of Agriculture in cooperation with the State Departments of Education.

During 1975, Division personnel were involved in a variety of important issues, such as; the school construction moratorium, the extension of the school building assistance program, the filing of Senate bill 2041, the study by the Massachusetts Advocacy Center of school breakfasts, the extension of two partial regional school districts into K-12 unified districts, the effects of the passage of Chapter 797, the results of the Governor's Commission recommendations and budget cutbacks.

These and other issues were handled only by the close interaction and cooperation of all Division personnel and the willingness of all to complete assignments as efficiently and expeditiously as possible, given the severe restraints of budget cutbacks. These issues will be explained in detail in the following reports from the Bureaus of; School Building Assistance, School District Reorganization and Collaboration and Nutrition Education and School Food Services.

Bureau of School Building Assistance

John A. Calabro, Director

This report summarizes activities of the staff of the School Building Assistance Bureau to further through its program activities the priorities contained in the Commissioner's Plan to Direct Resources in Fiscal Year 1975, shown under applicable major headings drawn from the document.

Occupational Competence

Formal liaison between the Bureau and the Division of Occupational Education has been strengthened. Procedures in place require reaction and recommendation by Occupational Education on all educational specifications and plans for occupational programs and spaces to be constructed or remodeled. The Bureau also implements Chapter 298 requiring industrial arts programs in all schools.

In May, the Administrator participated as a panelist at a meeting of Boston Public School Area Superintendents, principals, and guidance counsellors aimed at developing a plan for Occupational Education and the development of occupational education facilities for the City of Boston. The requirement for the development of this plan stems in part from the involvement of the Bureau with court appointed experts in the Boston desegregation case during which recommendations were made to require action on an occupational education plan for Boston.

The Bureau also requires adequate guidance and placement spaces in secondary school construction planning to assist in the placement of students in programs leading to occupational competence.

Physical and Emotional Well-Being

General: All sites selected for new school construction are reviewed to assure that the physical and emotional well-being of students is considered. Criteria for sites include the requirements that they be free from auditory, olfactory, and visual detriments, and that they be safe and adequate.

All schools recommended for approval by this Bureau include spaces to accommodate adequate physical education programs, as set forth in the regulations of the Board on this subject. These regulations require periods of vigorous physical activities and related classroom work.

All schools must comply with requirements of Architectual Barriers Board and permit access by the handicapped to all elements of the program offered in a building. In this connection, all plans for facilities bear the seal of an architect registered in Massachusetts and must be reviewed and approved by the building inspector of the district for compliance with all applicable construction codes.

Special Education

Bureau procedures involve the Division of Special Education in all major phases of planning for school facilities construction, beginning with their assistance with and approval of district-wide programs at the Building Needs Conference stage, review and approval of educational specifications, and review and approval of preliminary plans. Specialists have been assigned by name from the Division of Special Education to these responsibilities.

Equality of Educational Opportunity

Racial Imbalance and Desegregation: In addition to fostering adherence to professionally recognized standards for programs in school construction, the Bureau reviews all school construction plans for Boston and Springfield to assure compliance with current racial imbalance and desegregation plans. The Bureau has actively participated in the current desegregation plan in the city, has met numerous times with Boston officials, and has prepared memos and reports for filing by Department's Counsel with the Boston Federal District Court.

Chapter 622: By Bureau policy, all groups planning new secondary construction review their programs and plans with staff of the Bureau of Equal Educational Opportunity to assure compliance with the provisions of Chapter 622 which require equality of educational opportunity.

Strengthening of The Department of Education

School Finance: The Bureau reviews all plans for construction and applies a system of value analysis referenced both to general current good practice and to the practices of the community involved, in an effort to ascertain that public funds are spent in a professionally responsible manner.

The Bureau developed and filed with the Commissioner a study of Value Engineering as suggested by the Board of Education.

From January through the end of FY 1975, the Bureau interacted continually with the Executive Office of Educational

Affairs in efforts first to cooperate with the Governor in his attempts to deal with the state's fiscal crisis through a school construction moratorium and later in studying proposed changes in Chapter 645 designed both to strengthen the Department and to control state spending.

Regionalization of The Department

Staff of the School Building Assistance Bureau have been assigned full time or part time to five of the six regional offices of the Department of Education and negotiations are in progress for assignment to the sixth.

Assessment

Apart from the Board's formal assessment program, but in keeping with its intent and spirit, the Bureau initiated a follow-up study of selected schools built through the program which have been operational at least one year, in order to assess the quality of its product. In the first six months of FY 1975, seven facilities were visited and analyzed.

School District Organization

The Bureau, by policy, refers all requests for aid received from small school districts to the Bureau of School District Reorganization and Collaboration for review to determine compliance with the guidelines of the Board relative to school district organization. It cooperates, as well, in the development of regional school districts and facilities to meet their needs.

Projects approved by the Board of Education in FY 1975:

Elementary	36	Voc-Technical	6
Middle/Junior High	5	Central Kitchen	1
Secondary	17	Kitchen Addition	1

A number of serious and time-consuming issues related to the operation of the program were dealt with during FY 1975,

38.5 Million Dollar Deficiency Budget

The Board requested and was granted a deficiency appropriation of 38.5 million dollars to cover multiple and back payments as well as current annual payments due to many communities in the Commonwealth. The major portion of this amount, 19,900 was allocable to the City of Boston as multiple back payments on projects approved by the Board. Because of the method of bonding peculiar to Boston under terms of its

Public Facilities Law, the City of Boston bonds for many schools at one time, in advance, and becomes eligible for payments one year from the time of its bond authorization. Thus, a bond authorization voted in 1965 by Boston City Council, used to support a school building project voted by the Board in 1972, would lead to a requirement that seven annual payments be made within the year of approval.

Alternate methods of payment were studied and an Attorney General's opinion on two of these was requested. As a result, it was decided to make payment in full on prior year and current year obligations. Legislation was proposed to attempt to assure elimination of the need for multiple payments in the future.

Newton and The Attorney General

On May 27, 1969, the Board of Education approved a project for construction of Newton North High School. At the time of approval, Newton refused to submit plans for site development. Since a developed site existed at the location of the proposed building - which at the time was the site of an existing school - the project was advanced for approval without site plan and without site development costs included.

In 1973, Newton began a series of actions requesting funding for site work for Newton North High School. The position of the Bureau and the Division at that time in response to those actions was that Newton should not be paid.

An Attorney General's opinion, an analysis of that opinion, and a recommendation from Department legal staff all indicate that Newton should be paid. Payment to Newton will also lead in justice to authorization for payments to other communities which submit latter-day requests for funding added facilities elements.

Cost Effect of The Revised Racial Imbalance Law

The revised racial imbalance statute, Chapter 636, Acts of 1974, became effective July 26, 1974, and provides that schools approved for construction consistent with its provisions are eligible for a grant rate of 75%.

Boston's Mattapan Elementary School and Charlestown High School were approved by the Board of Education as schools which would tend to reduce racial imbalance on November 26, 1974, and September 24, 1974, respectively at a rate of 65%. Subsequently Boston requested adjustment to the new higher rate, and as of this date, the request is scheduled to be considered by the Board of Education at its September 23, 1975, meeting.

Extension of the School Building Assistance Law

In the fall of 1974, the Board filed legislation, now known as H132 to extend the current School Building Assistance Act from June 30, 1976 when it is to expire, to June 30, 1982. A similar bill filed for the 1974 session was never reported out of Ways and Means Committee.

Throughout the spring and summer of 1975, the Secretary of Educational Affairs worked on developing legislation to reflect the programs of the Governor.

Subsequently, the Governor filed S2041, which if enacted would radically alter the provisions of the program. As of this date, S2041 is back in Committee for revision.

Audit by the Bureau of Post Audit and Oversight

In June, the Bureau of Post Audit and Oversight announced its intention to conduct a "performance audit" of the School Building Assistance program since its inception in 1948.

The School Building Assistance Bureau supplied the Post Audit Bureau with a lengthy letter explaining in detail the operating procedures and standards of the Bureau. The preliminary report of the Post Audit Bureau is similar in many respects to the provisions of S2041, both of which were made available at the same time.

Bureau of School District Reorganization and Collaboration

Peter J. Murphy, Director

Academic Regional School Districts: During fiscal year 1975, the staff of the Bureau of School District Reorganization and Collaboration met with local school officials in twenty-five partial academic regional school districts. The purpose of these discussions was to explain in detail the recommendations of the Governor's Commission on School District Organization and Collaboration and to indicate the full amount of financial incentive monies which the regional school district would be entitled to under a unified K-12 organizational pattern.

Two partial regional school districts which were formerly organized on a 9-12 basis, Hamilton-Wenham and Dennis-Yarmouth, extended into unified K-12 districts during fiscal year 1975. A third unified K-12 regional school district, Groton-Dunstable, became operational on July 1, 1975.

The current status of academic regional school districts within the Commonwealth is as follows:

Kind	Number	Number of Towns
Unified (K-12)	11	37
Elementary (K-6)	2	5
Middle-Upper (5-12)	2	6
Middle-Upper (6-12)	1	2
Junior-Senior High (7-12)	24	74
Senior High (9-12)	11	30
	51	154

Vocational-Technical Regional School Districts: No new vocational regional school districts were formed during fiscal year 1975 and there continue to be twenty-six such districts comprised of 168 towns and 22 cities.

Collaborative Programs and Services: Staff members in the bureau coordinated the review and approval of 35 collaborative agreements during fiscal year 1975. The staff met on several occasions with the directors of collaborative programs and the staff members in the regional education centers in an attempt to identify the concerns and problems relating to collaborative programs and services. The staff requested opinions from the legal office relative to its interpretation of Chapter 797 and distributed these documents to superintendents of public school systems.

Governor's Commission Task Force: Staff members worked on the task forces which were established to implement the twenty-two recommendations of the Governor's Commission on School District Organization and Collaboration. As part of these activities the staff prepared a legislative proposal designed to abolish the superintendency unions. This proposal was rejected by the joint committee on education.

Legislative Proposals: At the request of the Commissioner, the staff also prepared a legislative proposal which would provide for the establishment of voluntary metropolitan educational programs.

Personnel: Due to a freeze in the hiring process, the bureau director constituted the sole professional staff member during the major portion of fiscal year 1975. As a consequence, the revision of the Guidelines on School District Organization (the Green Book) was by necessity postponed to fiscal year 1976.

The bureau is indebted to Associate Commissioner William B. Black and School Plant Specialist Christine M. Lynch for their abundant help and assistance during this critical period. If it were not for their continued efforts and assistance, the bureau would not have been able to provide the essential and necessary services to the local school districts.

ANNUAL REPORT
YEAR ENDING JUNE 30, 1975

BUREAU OF NUTRITION EDUCATION AND SCHOOL FOOD SERVICES
JOHN C. STALKER, DIRECTOR

INTRODUCTION

During 1975 the Bureau of Nutrition Education and School Food Services made every effort to implement the Department's basic Educational Goals placing particular emphasis on priorities established by the Commissioner.

Through workshops, conferences and programs, student and community participation has been encouraged and occupational competence and cost effectiveness in food service management augmented. In compliance with Phase III of the regionalization concept, regional centers were utilized as the conduit through which the Bureau's efforts were extended to LEA's. Leadership competence of personnel has been enhanced through intra-Bureau meetings; attendance at Department training sessions; and participation in allied professional workshops and on area-related committees.

Comprehensive and constant communication is maintained with all publics through newsletters and other written media. Legislation to provide adequate authority and funding was encouraged through direct contact with allied professional and civic organizations. Optimum use of federal and state funds was made to maintain, improve and expand Bureau programs.

In cooperation with the United States Department of Agriculture, "Management Evaluation and Technical Assistance Projects" were conducted in three urban areas to encourage management efficiency. Employing a novel team approach, problems were identified and corrective suggestions advanced.

Results-oriented educational programs tied to goals have been initiated through in-service teacher training workshops, production and promotion of handbooks for teacher use, development of learning experiences, teacher aids and other resource material and assistance with classroom or school projects.

The labyrinth of Child Feeding Programs for which the Bureau is responsible is administered by a management policy and fiscal control team, which is supported by four functional sections which control program operations: Program Operations and Technical Services, Nutrition Education, Program Expansion and Food Distribution.

IMPLEMENTATION OF GOALS

Program Operations and Technical Services Section

This Section is responsible for the successful day to day operation of food service programs in schools, child care centers and summer program activities. During the year the major efforts of the staff are directed to assist local education administrators to insure that every day every student in Massachusetts has an opportunity to enjoy well-prepared, nutritionally sound, appetizing meals at school.

The availability of a nutritious meal to a student when he is hungry is the most realistic approach to the educational goal of developing physical and emotional well-being. Certainly, learning to eat properly and developing good food habits in one's youth influences one's own destiny.

Assistance to local education administrations was given through the completion of 428 administrative reviews, 9 in-depth evaluations of food service programs and 58 reviews of day care centers. Two of the in-depth evaluation produced very positive results for the local school administrators. One brought about the complete re-organization of the food service department with a reduction in labor force and subsequently a reduction in the price of the lunches to the students. The other in-depth survey resulted in a meeting with the superintendent of schools, the business manager, the food service supervisor and representatives of this section to discuss the recommendations of the survey and to work out a time table of putting the recommendation into effect. Implementation of the recommendations will improve cost effectiveness through more efficient management.

To enhance leadership and occupational competence of local food service administrators, this Section developed, planned and conducted new methods of giving technical assistance and dissemination of information.

A five day course for new food service supervisors was conducted at the University of Massachusetts in June. The course provided the class with a complete, detailed indoctrination into school food services.

A series of nine Round Table Discussion meetings for food service supervisors was held at the regional centers throughout the Commonwealth. The sessions provided an opportunity for problem discussion, suggestions, and questions relative to policies of the Department.

A pilot "Management and Technical Assistance Project" of the United States Department of Agriculture in cooperation with this Section was conducted in three large cities. The major thrust of this project was to assist local systems in fiscal management and food preparation and service. The team approach was employed to identify a system's problems, explore approaches to solving the problems, then offer assistance to improve the problem. This project is expected to be continued next year to reach out to more communities.

Equality of educational opportunity has been guaranteed to all students as staff members have placed emphasis on helping local education administrations to increase student participation in the food service programs.

As a cooperative effort between the United States Department of Agriculture and this Section, a year-long study was conducted in four communities to increase participation by working with parents, teachers, students and food service personnel. The results were encouraging. However, greater emphasis will be placed on increasing participation by 10% next year as the staff will make this a major objective. One activity to help increase participation will be the promotion of the national program of Bicentennial Menus. This project will be an excellent opportunity to involve the community, teachers and the students in celebrating 200 years of America and 30 years of School Food Service.

Also, in cooperation with this Section and four local systems, recipes were tested by USDA and tasted by students to determine popularity and acceptability. Staff members took positive action to insure the offering of free and reduced priced meals to needy students and special diets or services to the handicapped students. This was done without any discrimination against students to respect the community of man.

Citizenship in a democratic society is taught to the students in the lunchroom as they learn to respect the rights of others by being responsible for cleanliness and orderliness. The formation of student advisory lunchroom committees has been encouraged and our staff members have instructed the committees in understanding the goals of food service programs. The information was disseminated to their peers so that they all would learn and accept rules and regulations and abide by them if they intended to live in a democratic society.

This Section assisted local systems with student career guidance by working with guidance counselors on Career Days and by developing curriculum guides for students interested in food service careers.

The professional staff of this Section continued to increase their competency to assist the local education administrators by attending relevant courses and training sessions. Staff members participated in USDA sponsored training sessions on food service equipment, on the unified accounting system and on a management by objectives program. Several members completed a Spanish course given at the State Training Center.

To insure professional competency for the future in school food service, this Section cooperates with the Commonwealth's Student Internship Program and the American Dietetic Association's Dietetic Internship Program by working with students of these programs and providing them with experience in local food service programs.

Optimum use of state and federal aid was made to assist local educational administrators finance the food service programs. An estimated total of $55,641,931 in federal cash and food commodities was distributed to schools, child care centers, institutions and summer feeding programs during the year.

Nutrition Education Section

For occupational competence and equality in educational opportunities, the learner must be emotionally and physically fit. Good nutrition is essential to attain these basic attributes. Therefore, all activities of the Nutrition Education Section implement Department priorities for goals and imperatives.

The learner must have the knowledge of what foods are needed for physical and emotional well-being and the wisdom to eat these foods. This results from nutrition education in the classroom and adequate school service programs.

To demonstrate the need for nutrition education, motivate interest and show how nutrition education can be integrated into all areas of the curriculum from grades K-12, forty-four (44) workshops and fifty-seven (57) programs were conducted, reaching approximately 4,500 school administrators, teachers, food service personnel, and other staff from the LEA's.

To emphasize a priority for the physical fitness and emotional well-being of children with special needs, a mini conference was held at each regional education center featuring a school psychologist as one of the participants. A nutrition project for transitional bilingual students was submitted for federal funding to USDA and was awarded -- one of seven grants authorized throughout the nation.

To encourage student participation, guidelines for E.A.T. (Eaters Advisory Teams) were developed and will be a priority for FY 1976. Active student participation in a National Food Day was promoted. Statewide student participation in a national breakfast poster contest was sponsored. Two kits for grades 7-12 student-oriented nutrition activities were developed -- PROTEIN POWER and VALUES CLARIFICATION, and promotion of FOOD AND MAN for grades K-6 was continued. Over 2,500 students in grades K-12 were reached through programs and classroom projects.

To encourage community participation in nutrition education activities, thirty (30) programs and workshops were conducted -- reaching parents, community groups and allied professional groups. These workshops included pre-school group administrators. Staff members participated as guest speakers at seven universities and colleges within the state and at three out-of-state nutrition seminars sponsored by Departments of Education. Clinical experience in nutrition education was also provided for student internes.

Program Expansion Section

This Section, during FY 1975, assisted educational agencies with expansion projects so they would fulfill the provisions of Chapter 871 and the Department imperative to postulate equal educational opportunity for all children by providing essential and mandated food services for breakfast and lunch, with emphasis on meals served to economically deprived children. All but two (2) communities are now in compliance as of June 30, 1975. The two (2) communities that are not meeting the lunch mandate have a total of five (5) schools.

As a result of intensive work with the Out-Reach Program that was initiated in 1974, there has been an increase of 152,420 meals served to students in private schools during 1975. This was the result of positive action by the professional staff of the Expansion Section who conducted meetings, seminars, demonstrations, staff assistance visits and personal telephone contacts arranged through the return of 291 in-depth survey questionnaires. Twenty-five meetings were held reaching 105 administrators and staffs of potential program sponsors.

Sixty schools were visited to introduce and explain the Child Nutrition Programs and the assistance available to these educational agencies from the Bureau. Recommendations were made to the individual school food preparation and service facility and detailed fiscal management procedures were planned with each administrator.

This Section disbursed $690,353.00 in federal monies during 1975, which was expended by public, private and parochial schools to either update inefficient, outmoded equipment, or to purchase new equipment so as to provide quality food services, improve

improve management control and increase meal participation. Development of these projects involved daily conferences with local school officials, food service facilities consultants, architects, manufacturers' representatives, equipment supply purveyors, public safety and health officials.

This Section made arrangements also through the Summer Special Food Service Program for 42,792 summer meals that were served daily at 369 recreational sites by authorizing 44 sponsors that required an encumbrance of $1,101,207.60 in federal monies. The Special Food Service for Children Program reached 11,254 every day through 130 sponsors of preschool and after-school programs at 257 activity sites with a disbursement of $1,416,388.00 in federal monies.

During the year, this Section arranged for the participation of School Lunch Feeding Programs for the Elderly as authorized by Chapter 753 for 95 projects and provided each day meals to an average of 6,568 senior citizens. These projects received cash reimbursements amounting to $561,899.18.

Detailed curricula was developed for training meetings that were held for sponsors and site personnel to acquaint them with summer feeding operational procedures and federal regulations. Courses were taught to school food service administrators and personnel at annual workshops and seminars to emphasize cost effectiveness through efficient management.

Food Distribution Section

This Section distributed 28 million pounds of U. S. Department of Agriculture foods valued at $16,681,600. to schools, child care centers, institutions and summer camps. The needy family program has been discontinued.

The USDA foods for the schools this year was nearly twice the amount of the previous year. This increase represented a total value of .13 for each meal. This high value can be attributed to the USDA's large purchases of beef, turkey and chicken, which are so expensive in the food market. There were an average of twenty foods available each month for the school program.

Not only do these foods contribute to the children's health, but are a big factor in determining the price of the meal in the school. The lower the cost of the meal, the greater the participation by the students.

Processing contracts to have bread, mayonnaise, cookies and pasta products made from 156,000 pounds of flour and 50,000 pounds of oil were negotiated. These contracts resulted in a saving of $124,000 to eligible schools.

Meal costs were reduced by utilizing USDA foods and by sponsoring demonstrations at state, county and local levels as well as testing and experimenting in the Bureau's test kitchen. "Cost Effectiveness in School Management" is one of the Commissioner's most important goals. Without efficient food distribution techniques and maximum utilization by schools of available foods, attainment of such a goal would be unlikely.

ANNUAL REPORT

YEAR ENDING JUNE 30, 1975

DIVISION OF CURRICULUM AND INSTRUCTION

MAX BOGART, ASSOCIATE COMMISSIONER

In fiscal year 1974-1975 the Division of Curriculum and Instruction continued to direct its resources toward carrying out the priorities established by the State Board of Education.

Included in the Division's major emphases are the following: (1) decentralization of the professional and clerical personnel thus developing a core of education generalists at each Regional Education Center; (2) coordination with the Division of Occupational Education in the development of the occupational competence program for general students; (3) joint inter-Bureau activities focusing on particular issues, thereby eliminating duplication of efforts; (4) collaborative efforts with other states to provide mutual assistance and the sharing of resources; and (5) in addition to the many workshops and conferences conducted by Division specialists on specific problems, the Division sponsored the Fourth Annual Arts and Humanities Conference attended by over 600 teachers, administrators, professional artists and interested citizens.

The following represent a cross-section of major activities by the Division's six bureaus.

Bureau of Transitional Bilingual Education

The Bureau served over 10,000 children in 40 school districts with over 1,000 teachers, aides and other personnel participating in bilingual programs. In addition to working with 29 local Parent Advisory Councils, the Bureau was instrumental in the development and organization of 5 regional Parent Advisory Councils. The Bureau also played a major role in bringing into Massachusetts over two million dollars in federal Title VII monies for use at the local level.

Bureau of Student Services

The Student Advisory Council has played an active role in a variety of educational matters including legislation, leadership training, school regulations regarding student rights and responsibilities and the gathering of specific data on secondary schools. By increasing its activities, the Student Service Center was able to provide increased services to students throughout the Commonwealth. At present, students are represented on numerous task forces and committees.

The health and drug education unit continued its coordinated health programs with other State agencies to develop innovative approaches. In the area of driver education, special attention was focused on the availability of driver education programs to those students who are under the governance of Chapter 766.

Many workshops were held on drug abuse and health education, with special emphasis being placed on emergency medical training for school staffs.

Bureau of Curriculum Services

During fiscal 1975 the bureau has continued its efforts to make the most effective use of federal funds. Moreover, considerable time, energy and financial resources were directed toward implementing Board of Education priorities.

Under Title I, ESEA, the Commonwealth of Massachusetts distributed thirty-one million dollars (circa) to local school districts for the purpose of improving instruction for educationally disadvantaged children. The number of migrant children served (2000) almost doubled.

Although there was a great diversity of programs (385) under Title I, it is fair to say that the vast majority concentrated on the basic skills. The department ran many regional workshops for representatives of LEA's. Parent involvement in every aspect of the program was more manifest.

Approximately three million dollars provided by Title III, ESEA, supported over sixty local innovative projects. Substantial grants were issued to advance the causes of occupational competence, chapter 766, guidance, and chapter 622.

In a matching grant program NDEA distributed eight hundred thousand dollars to 382 projects. Such programs were aimed mainly at strengthening science, mathematics, English, foreign language and guidance instruction.

Bureau of Media Services

The report on the programs and activities of this bureau reflects a pattern of growth. Among the new television activities tied to the Board's priorities are (1) the new national series on career awareness for children in the intermediate grades, (2) the Maryland Special Education In-Service materials, (3) a migrant video program concerning migrant educational opportunities.

Through the able assistance of the Bureau of Evaluation and Assessment a major equipment survey was conducted of all schools. The bureau also entered into 3 consortium of States to produce major priority series in such areas as affective education, metric education, economic education and inservice programs for teachers.

Bureau of Adult Services

The Bureau of Adult Services showed a slight decrease in class enrollments as against 1974 due to programs being "picked up" by local communities and the establishment of a new Office of Children by the legislature which now handles the Day Care classes formerly sponsored by the Bureau.

The Adult Basic Education Programs are conducted in 27 communities and are serving over 5,000 persons in accordance with the approved Massachusetts State Plan and Guideline of Proposals for funding of federal funds under P.L. 93-380.

New official GED Testing Centers at North Shore Community College, Beverly; and Adult Learning Centers in Lawrence, Somerville and Worcester were established during FY 1975.

Correspondence course program enrollments for fiscal year 1975 increased more than 16-1/2% over the previous fiscal year. There is now a total student enrollment of 1,074 in the correspondence courses.

During the 1975 Fiscal Year, a total of 467 Massachusetts High School Equivalency Certificates, based on the Spanish version of the GED Tests, were awarded. Also during this same period, a total of 5,456 Massachusetts High School Equivalency Certificates were awarded, based on the English version of the GED Tests.

Bureau of Library Extension

The Bureau gave special emphasis to the following program areas during fiscal 1975: (1) occupational competency, (2) equal educational opportunity, (3) bilingual education, and (4) special purpose migrant programs.

In addition to the above programs, the Bureau took part in inter-agency cooperation activities such as (1) promotion of a collaborative relationship with 21 Inch Classroom; (2) establish a video project to demonstrate the viability of video in elementary school curriculum; and (3) the planning for and organization of a multi-session video Institute in cooperation with Boston State College

Attached are the detailed reports from the Bureaus in this Division.

ANNUAL REPORT
YEAR ENDING JUNE 30, 1975

BUREAU OF TRANSITIONAL BILINGUAL EDUCATION

ADMINISTRATION AND SUPERVISION OF PROGRAMS:
PROGRAMS, OBJECTIVES, AND ACTIVITIES

In its third full year of operation, the Bureau of Transitional Bilingual Education engaged in a number of programs and activities related to the provisions of Chapter 69, Section 35, Bureau of Transitional Bilingual Education.

The Bureau of Transitional Bilingual Education was staffed by seven professionals and two clerical personnel. The deployment of the professional staff follows: the Boston Regional Office, 2; the Northeast Regional Center, 1; the Southeast Regional Center, 2; and Headquarters, 5.

The regional center staff and the headquarters staff performed a series of activities to carry out the management and supervisory activities of the Bureau of which the most significant are listed below:

1. Processed forty local school district plans for Transitional Bilingual Education.

2. Conducted on-site visits of each local school district involved in Transitional Bilingual Education to provide technical assistance.

3. Conducted program reviews in several urban centers to ascertain compliance with the provisions of Chapter 71A, and submitted to the LEAs written program review reports.

4. Processed fiscal claims for thirty-seven LEAs eligible for program reimbursement for Fiscal 1974.

5. Initiated the development and organization of regional parent advisory councils in five regional centers.

6. Revised fiscal claim process to tie it in with a coordinated Department effort.

7. Conducted state-wide workshops in the regional centers to brief local fiscal officers on the revised fiscal claim process.

8. Conducted a major multilingual conference encompassing states east of the Mississippi River.

9. Conducted workshops in the regional centers to deal with the following areas: occupational education, urban collaboration, special education, and curriculum development.

10. Processed census data and policed the mandates pursuant to the conduct of a census.

11. Revised the census data gathering process to tie it in with a coordinated Department effort.

12. Processed certification credentials of several hundred bilingual teachers with respect to language and culture competency.

13. Conducted two major program investigations in Springfield and New Bedford to ascertain compliance with Chapter 71A, Transitional Bilingual Education.

14. Participated in dissemination of information activities wherein staff members appeared on public information programs on television and radio.

15. Conducted meetings with representatives of agencies outside the Department of Education such as the Labor Department, Teacher Corps, and universities.

16. Executed Phase I of the Department Regionalization Program. Four Bureau staff members are assigned to regional offices.

17. Participated in the management improved project committee to develop personnel and program policies documents.

18. Played a major role in bringing into Massachusetts over two million dollars in federal Title VII monies at the local level. Significantly, Fall River was chosen as the site for one of the two national bilingual material assessment and dissemination centers.

19. Conducted Title VII proposed reviews for the United States Office of Education.

20. Participated in intra-Department coordination efforts wherein staff members have served on working committees striving to coordinate Transitional Bilingual Education with Chapter 622, occupational education, and other programs.

21. Conducted meetings of the state-wide Bilingual Advisory Council.

22. Provided leadership in carrying out activities generated by working committees of the Massachusetts Bilingual Advisory Council; such as, special education, public relations, parental involvement, curriculum development, teacher education, and others.

23. Prepared written information documents for dissemination to the press and the media as well as the local school districts and other agencies.

Program Status

Census figures submitted by local educational agencies is incomplete at this writing. Data from program plans submitted by thirty-nine local educational agencies show that about 10,877 children of limited-English speaking ability would be provided Transitional Bilingual Education by approximately 1,000 teachers, aides, and other personnel.

Thirty-nine local school districts submitted to the State Bureau plans for programs in Transitional Bilingual Education. Each of these school districts were provided technical and supervisory support services by the State's Bureau staff.

It is anticipated that in Fiscal 1976 there will be approximately twelve additional LEAs with the potential for transitional bilingual programming.

BUREAU OF STUDENT SERVICES

Joan E. Schuman, Director

The Bureau of Student Services has directed its efforts during FY 75 toward several Board of Education goals and priorities. The major activities of the Bureau fall under the umbrella of Equality of Educational Opportunity. Within this priority, the staff of the Bureau, together with the Regional and State Student Advisory Councils, worked toward increasing true student participation and promoting equality of educational opportunity.

After a very successful first year of our 3 year pilot demonstration grant from HEW, the Office of Youth Development agreed to increase the project's funding from $14,000 to $70,000 for FY 75. This increased grant allowed adequate funding for the first time and enabled the Bureau to hire a project director and two staff members to work directly with the Advisory Councils and Student Service Centers. Staff efforts were directed primarily toward training and workshop development, beginning with the annual summer leadership training for advisory council representatives.

WORKSHOPS, CONFERENCES AND TRAINING EFFORTS

During the first two weeks of August, 1974, the State Student Advisory Council and each of the eleven Regional Student Advisory Councils participated in intensive three-day leadership training workshops at Simon's Rock Early College in Great Barrington, Massachusetts. The purpose of the workshops was to allow SAC members to get to know one another, to strengthen the feelings of individuals for each other, and for the group as a whole. In addition to these group dynamics, each council used the workshops to determine its priorities for the year. The workshops served to focus the attention and efforts of the Student Advisory Council members on both the process by which the Council operates, and the products it should generate. The impact of these workshops was seen throughout the year in the improved operation of both the state and regional councils.

Regional Chairpersons Workshop

A workshop for the chairpersons of the eleven Regional Student Advisory Councils was held on November 24, 1974. The main goal of the workshop was to increase the competence of the chairpersons to efficiently and and effectively conduct regional council meetings. Specifically, the workshop built skills in the areas of agenda building, conducting a meeting, problem-solving and others.

Legislative Procedures Workshop

In November, 1974, a special workshop on legislative procedures was conducted for the Legislative Committee of the State Student Advisory Council. The workshop included an informal seminar by the House Chairman of the Legislature's Joint Committee on Education, and the use of "The State House Game" (see below). The result of the workshop was not only an increased understanding of the complex workings of the State Legislature, but the development of a cogent plan and pattern for the Student Advisory Council to constructively affect those workings.

"The State House Game"

A core group of two State Student Advisory Council members and one supervisor developed "The State House Game," a simulation of the State Legislature, for use at the legislative procedures workshop. The game includes the following components: choosing a bill; enlisting a sponsor; inducing outside groups and organizations to support the bill; hearing; moving the bill to the floor; moving the bill through both legislative houses; gaining gubernatorial approval.

"The State House Game" has also been used by a few of the regional councils and interns from the Senate Intern Program. Plans are being formulated to make it available to high school history and government classes.

Student Advisory Committee to School Committee Workshops

The Recommendations for the Election and Operation of Student Advisory Committees to School Committees include a suggestion for workshops for local student advisory committee members to include components of leadership training, group dynamics, and agenda building. Staff of the Bureau of Student Services have been involved in developing and conducting these workshops, often in conjunction with SAC members.

Statewide Conference

On March 6, 1975, the staff of the Bureau of Student Services and the Student Advisory Council, in cooperation with the Massachusetts Association of Student Councils, conducted a statewide conference for students. This conference was the largest and most successful of its kind in Massachusetts. More than eight hundred students from over one hundred and fifty high schools throughout the state participated in the day's program. The program included more than two dozen seminars on topics from sex discrimination to student records, and from student council reform to bilingual education. A major highlight of the day was the keynote speaker, His Excellency Michael S. Dukakis, Governor of the Commonwealth of Massachusetts.

HEW Presentation

On February 14, 1975, the staff of the Bureau of Student Services, together with the Student Advisory Council and Student Service Center, made a formal presentation of the SAC and SSC to the Commissioner of the Office of Youth Development of the Department of Health, Education and Welfare, and to the ten regional directors of the Office, as well as the Director of Research and Development of HEW. The presentation included a progress report of the project to that point, and future plans for the expansion of activities. It was so well received that the Office of Youth Development awarded the Student Service Center/Student Advisory Council project a substantial increase for its third and final year of funding in FY 76.

Student Records Regulations

A major effort during the Spring of 1975 was the implementation of the Regulations Pertaining to Student Records, adopted by the Board of Education in January, 1975. Workshops for Bureau of Student Services and Division of Special Education staff were conducted by the Director of the Bureau of Student Services and Legal Counsel for the Department. Successive workshops conducted by Bureau staff were held in the Department's six Regional Educational Centers for LEA personnel. Technical assistance in the area of student records has continued to be a major bureau priority and several workshops have been conducted in LEA's and at various guidance personnel conferences.

LEGISLATIVE EFFORTS

The student advisory councils have, since their inception, been directly involved in the legislative process. FY 1975 was no acception with a major priority for both the Board of Education and the advisory councils, the passage of legislation in the area of student rights and responsibilities.

The enactment of legislation to define and clarify certain rights and responsibilities of secondary school students has been a major goal of the Student Advisory Council during the three years of the Council's existence. The past year has seen a substantial realization of that goal. On July 31, 1974, Chapter 670, An Act Defining and Clarifying Certain Rights and Responsibilities of Public Secondary School Students was signed into law. This new law, filed initially by the State Board of Education and sponsored by the Student Advisory Council, delineates both the rights and the responsibilities of students, in the areas of expression, the press, assembly, dress, and pregnancy and marriage. The law, which was enacted largely as a result of the support organized for it by the Student Advisory Council, does not in any way alter the right of school officials to maintain an orderly and efficient school system.

A major disappointment with the law is the fact that it was enacted with a "home-rule amendment." This clause states that the law applies only to the cities, towns, and regional school districts that accept its provisions, by a vote of the city or town government. A high priority for the Student Advisory Council this year was placed on efforts toward

acceptance of Chapter 670 in cities and towns across the Commonwealth. The major responsibility for this effort was carried by the more than four hundred Regional Student Advisory Council members. Because of these efforts, the law has been considered by school districts throughout Massachusetts.

1975 Legislative Efforts

On March 10, 1975, the Student Advisory Council bills on non-voting students on school committees and privileged communication were heard before the Joint Committee on Education. The Student Advisory Council generated and organized testimony on the first bill from more than a dozen cities and towns with non-voting student members on their school committees. Both the student members and other school committee members from these towns spoke in support of the proposal. Other organizations, such as the Massachusetts Association of Student Councils and the Parent - Teacher - Student Association testified in support of the bill. There was similarly strong support for the privileged communication legislation.

The Student Advisory Council wrote and presented testimony for both bills. The statements detailed the major philosophy behind the bills, as well as their impact and advantages.

The hearing was attended by more than two hundred persons from the Student Advisory Council and elsewhere. Unfortunately, both bills were defeated in the legislature, although each had received a favorable report from the Joint Committee on Education.

Inter Bureau Cooperative Efforts

Staff from the Bureau of Student Services, together with students from the advisory councils and Student Service Centers have collaborated with many agencies and offices to help facilitate the equality of educational opportunity in the area of racial imbalance and Chapter 622 efforts have included involvement in Chapter 636 proposal reading and funding, direct participation in magnet programs funded under Chapter 636 (Metro Pathways and Political Discovery Project) participation at Youth Activities Commission Workshops during the summer of 1974, and extensive collaboration with the Bureau of Equal Educational Opportunity in all stages of the implementation of Ch. 622. Staff and students participated on all regional and statewide 622 sub-committees, disseminated information relative to Ch. 622, ran workshops on the recommendations and SAC/SSC members testified at regional hearings. Staff responsible for physical education have worked closely with coaches and athletic directors to insure a greater understanding of Ch. 622.

Other Priorities

The Bureau of Student Services has been actively collaborating with the Divisions of Occupational Education and Special Education. Several staff members have been involved in the planning effort for career guidance

and the Student Advisory Council wrote and disseminated a questionnaire on guidance practices to students in 24 representative high schools across the state. The latter was done in collaboration with the Executive Planning Office.

Student Service Center staff and Advisory Council students worked with the Division of Special Education to develop a "buddy system" for 766 students in high schools and participated on many levels in the Division's program, "A Day Together" on September 28, 1974.

Concern for the physical and emotional well-being of students and others in the educational arena continues to be a major priority for the Bureau, especially under its mandated responsibility for drug, health, alcohol, physical and driver education.

Project Decision. Operating under a grant from the U.S. Office of Education funded through the Education Professions Development Act, the Unit has since 1971 been sponsoring or conducting affective training programs for teachers and undergraduates in various locations in the Commonwealth. The specialized areas within which these programs are given are health/drug/alcohol education and human development. During the 1975 fiscal year, Project Decision jointly sponsored two such programs with the Board of State Colleges with one of the programs being given through Westfield State College and the other being given through North Adams State College.

Collaboration with Professional Nursing. Bureau staff collaborated with representatives of the Department of Public Health, the Massachusetts Nurses Association and the Massachusetts School Nurses Organization to develop and disseminate a publication defining the role of the school nurses. As a follow up to this activity, the same personnel were involved, as an ad hoc committee, with planning and implementing a program of continuing education for school nurses in six locations throughout the Commonwealth.

Emergency Medical Training for School Staff. During the Spring of 1975, staff was responsible for inaugurating a program to provide emergency medical training for school coaches, secretaries, health suite aides, bus monitors, and such other persons as would be most apt to be confronted with a medical emergency. In June, 1975, needs assessment sessions were conducted at the New England Memorial Hospital in Stoneham, the Framingham Union Hospital in Framingham, and the Mercy Hospital in Springfield. In Springfield, an additional session was devoted to the legal issues related to providing emergency assistance to students in school. In each location, the medical training given was under the supervision of a physician.

Collaborative Efforts. Staff members of the Bureau have been working closely with the Massachusetts Parent, Teacher, Student Association for the purpose of developing a proposal on New Methods in Alcohol Abuse Prevention for potential use in local school programs. Representation on this and similar committees is most important in light of the statutory (G.L. c. 71 s. 1) mandate that all pupils in all schools under public control receive instruction about alcoholic beverages.

The project director for health and human development has continued to represent the Department on the Governor's Drug Abuse Task Force, the statutory board overseeing the state Division of Alcoholism, and the Burn Prevention Task Force.

Driver Education. During FY 75 driver education received continued emphasis from the Bureau of Student Services. Visitations were made to many school districts throughout the Commonwealth to assist them in the up-grading of their current programs and to render whatever assistance they deemed necessary. Special attention was focused on the availability of driver education programs to those students who are under the governance of Chapter 766. The Easter Seal Society for Crippled Children, Inc. and three Worcester County school systems were awarded an ESEA Title III funding to provide a Pilot Driver Education program. The local systems are: Wachusett Regional School District, Blackstone Valley Regional Vocational District, and City of Worcester Boys' Trade School.

The Bureau and its staff has continued to fully support the concept and implementation of regionalization. Indeed, as one of its own major priorities for FY 75, the Bureau requested additional funds from HEW in FY 75 in order to better regionalize its activities vis a vis the Student Service Centers. In November, 1974, Regional Student Service Centers opened in two of the Department's Regional Education Centers: North Andover and Springfield. Both have become integral parts of the respective regional centers since that time.

Internally, the Bureau has encouraged and participated in major efforts toward interdivisional coordination, several of which have been mentioned above. Students, in particular, have played a major role in the successful implementation of cooperative efforts across bureau and division lines.

In the past twelve months, the Bureau of Student Services has been active on a wide spectrum of issues affecting education in Massachusetts. This activity has taken place in many forums including the Board of Education, the Department of Education, Local Educational Agencies, and, through the Student Advisory Council, the State Legislature. Only a few of these have been described here. The bureau has continued its efforts to make students an integral and real part of educational decision-making. Students and staff have played a legitimate and positive role in the many spheres of educational governance in the state, in a local, regional, and statewide basis. It is the continued success of the bureau in promoting not only a product, but a meaningful process as well, that makes FY 75 a significant one.

The Commonwealth of Massachusetts
Department of Education
182 Tremont Street, Boston 02111

DIVISION OF
CURRICULUM AND INSTRUCTION

ANNUAL REPORT
YEAR ENDING JUNE 30, 1975

DIVISION OF CURRICULUM AND INSTRUCTION
Max Bogart, Associate Commissioner

BUREAU OF CURRICULUM SERVICES
Robert A. Watson, Director

During fiscal 1975 the bureau has continued its efforts to make the most effective use of federal funds. Moreover, considerable time, energy and financial resources were directed toward implementing Board of Education priorities.

Under Title I, ESEA, the Commonwealth of Massachusetts distributed thirty-one million dollars (circa) to local school districts for the purpose of improving instruction for educationally disadvantaged children. The number of migrant children served (2000) almost doubled.

Although there was a great diversity of programs (385) under Title I it is fair to say that the vast majority concentrated on the basic skills. The department ran many regional workshops for representatives of LEA's. Parent involvement in every aspect of the program was more manifest.

Approximately three million dollars provided by Title III, ESEA, supported over sixty local innovative projects. Substantial grants were issued to advance the causes of occupational competence, chapter 766, guidance, and chapter 622.

In a matching grant program NDEA distributed eight hundred thousand dollars to 382 projects. Such programs were aimed mainly at strengthening science, mathematics, English, foreign language and guidance instruction.

Additionally the bureau: held regional workshops under the sponsorship of the right to read program; cooperated in running an arts and humanities conference; provided LEA's with technical assistance on metrication; assisted with development of guidelines for citizenship education; supported collaborative efforts among LEA's.

Staff development, always a high priority, has been an integral part of bureau activites. Formal staff meetings, sub unit meetings, attendance at national conferences and regional workshops as well as individual university matriculation (part time) provided many people with continued professional growth.

The Commonwealth of Massachusetts
Department of Education
Massachusetts Executive Committee for Educational Television
54 Rindge Avenue Extension
Cambridge, Mass. 02140

ANNUAL REPORT

Bureau Media Services (Massachusetts Executive Committee for Educational Television)

The report on the programs and activities of this bureau reflects a pattern of growth. The school television service has taken a quantum leap in the quality and utilization of its programs. Enclosed is a brief synopsis of some of these events.

NEW PROGRAM ACTIVITY:

Twelve new series were introduced to add to some forty series. Two which received high recognition were as follows:

1. The new national series on career awareness for children in the intermediate grades (Bread and Butterflies). Funded through the Division of Occupational Education the series was well utilized by Boston and other urban school systems.

2. The Maryland Special Education In Service materials funded partially through the Division of Equal Education was utilized by over 70 communities in their preparation of the Chapter 766 law.

Continutity programs such as Sesame Street and Electric Company have good use in the home and school. The Committee still presents over 800 individual programs that spread all major curriculum areas for K-12.

DELIVERY SYSTEMS

The expansion of technology has enabled the Bureau to provide many of its programs on videocassette as well as open air broadcast on WGBH, Channel 2 and WGBY, Channel 57. The regional offices are equipped with the television equipment for Department use.

Expansion of delivery occurred in three areas. The first is the use of the Boston University film library as an access point for our

videocassettes. This makes for extensive use of our products beyond the limitations of the Broadcast Schedule.

The second is the new format and delivery of our Broadcast Schedule. Through newspaper supplements over 700,000 copies were distributed to parents and teachers in the State. Direct mailings to all teachers created a new awareness and demand for our materials. A third innovation was the form of teacher guide materials. In convenient three-ring folder form it aided teacher access to materials. Through local duplication, over 5,500 packets were expanded into 70 new districts that heretofore had not used the materials.

NON-BROADCAST INSTRUCTION

Over 50 regional workshops were held with LEA's on utilization of program materials. Assisted by the regions, local communities received opportunities for media workshops.

A color studio was made available in the Greater Boston Regional Office for in-service training and Department non-broadcast production activity. This facility already has aided the Divisions of Special Education and Curriculum and Instruction. Local schools including Boston, Cambridge and Watertown recently produced a color videotape on the "Chinese Experience" that took place in their collaborative curriculum.

A Migrant videotape on the program was also produced for the Department of Education.

ASSESSMENT PROGRAM

Through the able assistance of the Bureau of Evaluation and Assessment a major equipment survey to all schools was conducted. Data from this material is crucial to the future planning of school television and delivery of non-print curricula to school districts.

NATIONAL FOCUS

The Committee, in attempting to make the best use of its limited dollars, has entered into three collaboratives. The Agency for Instructional Television is one where the "many States" pool their resources to produce major priority series. Affective education for teenagers, metric education, economic education and in-service programs for teachers are four such ventures.

A second important development was the Consortium of States for Educational Technology which consists of States in the Northeast who are sharing existing technology resources.

The Eastern Educational Network is a third collaborative which increases the buying power for programming materials and lessens the cost of broadcast delivery.

This past year has been a good one. We must continue creative management of all our resources as the limits of available dollars begin to tighten. Our goal will be to increase cooperation within the State of all agencies that can contribute to building a technology network of quality programs and services.

Massachusetts Department of Education

Bureau of Adult Education and Extended Services

M E M O R A N D U M

September 18, 1975

TO: Dr. Max Bogart, Associate Commissioner
Division of Curriculum and Instruction

FROM: Harold F. McNulty, Director

SUBJECT: Annual Report for Fiscal Year 1975, Ending June 30, 1975

- -

Per your memorandum of August 22, 1975 re subject annual report for FY-1975, I'm submitting a report of the activities of this Bureau over that period herewith:

Class Program

Boston

8 classes 170 students

Legislative Procedure - in-service course offered to 59 newly elected legislators as a public service. Certificates were awarded at a session in the House of Representatives on Monday, January 27, 1975 at 3:00 p.m. In attendance were Mrs. Rae C. Kipp, Dr. Gregory R. Anrig, Lieutenant Governor O'Neil, Speaker David Bartley, and the 59 graduates who successfully completed the course.

Cambridge

122 classes 2,000 students

The following new courses were added to our regular class offerings:

Alcohol - Alcoholism

The Boston Spirit

Elements of Weather

Gaelic II

How to Manage Your Money Wisely

Residential Home Construction

Visual Communication

Tewksbury

2 classes 53 students

Wakefield (Northeast Regional Vocational School)

2 classes 30 students

Summer Program

Cambridge

22 classes 530 students

To our regular offering of high school credit courses, we added the following two courses:

Fundamentals of Data Processing

Reading and Study Skills

Westborough

13 classes 276 students

Total enrollment and class offerings for 1974-75, exclusive of programs sponsored through the Springfield Regional Center:

Classes 169

Enrollments 3,059

Technical subjects, real estate, high school equivalency preparation, law, and avocational courses are especially popular. Classes continue to meet at Harvard (courtesy of that institution) and Massachusetts Institute of Technology (where we pay a very reasonable rental fee - $1,000 per year).

We have been successful in stimulating several communities (Fitchburg, Kingston, and Westborough this fiscal year, 1975) to take over programs and courses previously sponsored by the Bureau. We still stand ready to assist any community in starting its own adult education program and have and will continue to assist private industry in beginning in-service programs to satisfy the educational needs of their employees.

Enrollment Decrease - Fiscal year 1975 showed a slight decrease in class enrollments as against 1974 due to programs being "picked up" by local communities (see above) and the establishment of a new Office of Children by the legislature which now handles the Day Care classes formerly sponsored by the Bureau.

Class courses offered in Western Massachusetts (Holyoke, Longmeadow, South Hadley, and West Springfield) are controlled by our staff on site at the Springfield Regional Office. Students from 25 Massachusetts and 8 Connecticut communities attended our classes for a total enrollment of 628 students during fiscal 1975.

Correspondence Course Program

Our enrollments for fiscal year 1975 increased more than 16½% over the previous fiscal year. We now have a total student enrollment of 1,074 in our correspondence courses. Our improved enrollments would seem to be due largely to an increased promotional effort on the part of the Bureau. Channel 57 in Springfield telecast a half-hour panel discussion which was shown three times during prime hours. Channel 44, Boston, telecast a half-hour panel discussion on prime time in color. These tapes, which the Bureau has in its possession, are available for use by schools, business organizations, and other interested parties. Visits to schools have been an important part of the promotional effort. We go not in a regulatory capacity (Chapters 766, 622, etc.) and not as a critic of existing curricula, but as a Bureau which offers a service to any school that wishes to take advantage of that service. It often happens that the school with a very enriched and diversified curricula in place is more interested in our services than schools with limited offerings.

A significant offering during 1974-75 was the publication of a 68 page High School Guidance Counselor's Correspondence Manual by the correspondence section. Five hundred letters were sent to guidance departments in public and private high schools. Slightly more than 300 (60%) asked for the manual.

Two significant new correspondence courses were in preparation during FY-1975:

The American Woman

The Metric System

The growth in interest in our correspondence course offerings is attributable, in most part, to the recognized innovation, quality, and service our students receive. Our correspondence courses are very well recognized, nationally and internationally. The University of Kansas purchased our reproduction rights to our Preparation for Retirement course this year. The University of Oklahoma also purchased reproduction rights to our Preparation for Retirement course during FY-1975.

Mr. Wentworth delivered a major paper before the International Council on Correspondence Education at Brighton, England in May, 1975. Thirty-four nations were represented. One English school has already purchased sample study guides and is considering the purchase of reproduction rights to one or more of our correspondence courses.

Adult Basic Education Program

FY-1975 under P.L. 93-380 again proved to be a most successful year in serving the communities throughout Massachusetts with quality Adult Basic Education programs.

In the Boston area, 1,900 students took advantage of the two full-time Learning Centers and five satellite programs located throughout the city. Attendance in all phases increased during FY-1975.

The Boston Skill Center continued to provide Basic Education in English, mathematics, and comprehension for vocational courses or for employment situations. Thirty students enrolled in this program.

The Community Learning Center in Cambridge, due to an increased enrollment, relocated to a renovated Town House easily accessible to the target population. Two hundred forty-four students attended this program to take advantage of the opportunity to continue and complete their interrupted elementary and/or secondary education.

In Gardner, the Adult Basic Education Program continued to offer classes on a part-time basis in that community. Classes are held two evenings per week for two hours each evening. A total of 61 students attended this program during FY-1975.

In Grafton, the Adult Basic Education Program continued on a part-time basis. This year there were about 126 students in the program. There were also 14 students that successfully completed the course requirements, took the G.E.D. Test battery and received their Massachusetts High School Equivalency Certificates. Students from several surrounding communities have taken advantage of the Grafton ABE program.

In Hudson, a part-time basic program continued as in previous years with 44 students enrolled. Hudson provides to the community:

G.E.D. Test Preparation

Bilingual Education for Adults

Adult Basic Education for Grades 1-12

Lawrence has a most successful full-time Adult Learning Center that operates five days per week and is open 9:00 a.m. to 9:00 p.m.

This center is unique. It is located in a remodeled department store in the target population area of the city. It is easily accessible by public transportation and has fine parking facilities for those using private transportation. During FY-1975 the Adult Action Center was approved as another official G.E.D. Testing Center. The Veterans Administration has also approved this center for those qualified veterans who wish to continue their education or earn a high school diploma. There are 400 students in the Lawrence Adult Basic Education Program.

Leominster continues to offer a part-time program with 102 students enrolled. Again, bilingual education is available to those adults from diverse ethnic environments.

Lowell continues a part-time Adult Basic Education Program. This community is in the planning stages leading to the opening of a full-time Adult Learning Center.

Lincoln - The school department in Lincoln is funded to provide an Adult Basic Education Program at the Hanscom Air Force Base in Bedford, Massachusetts. This unique program is primarily for the foreign-born wives and dependents of military personnel stationed at this base. Emphasis is placed on "English as a Second Language" and bilingual education. G.E.D. Test Preparation is offered to all personnel on and off this military base.

O.I.C. - The Opportunities Industrialization Center in the Roxbury section of Boston is geared to skill-related projects at this full-time center. Classes are available to those whose dominant language is not English. After completing an Adult Basic Education Program at O.I.C., students are then assigned to the Skill Center for career development.

Peabody - A full-time learning center was begun in FY-1974. This has been a very successful program. Enrollment figures show that 667 students attended this center as of June 30, 1975.

The Center also initiated a satellite program at the Danvers State Hospital in conjunction with the Department of Mental Health.

Quincy is the most extensive part-time program in Massachusetts. There are approximately 300 students enrolled including three satellite programs in that city. Skills in reading, mathematics, test taking and confidence building are offered to students in all levels of educational competency.

Somerville has a full-time adult learning center called the Somerville Center for Adult Learning Experience (Project SCALE). The center has become the focal point of community interest. Classes are open-ended. The focus is on all levels of reading, writing and computational skills. Instructional practice is based on both individualized (tutorial) and classroom instruction. There is much use of instructional materials and equipment along with teacher-controlled classes.

Southbridge had an enrollment of 40 students during FY-1975. Classes are conducted for grade levels 1-4, 5-8, and 9-12. The G.E.D. Test Preparation course is a most successful supportive program of the Southbridge School Department.

Fall River opened a full-time Adult Learning Center during FY-1975. This program is located in the business district of Fall River. A total enrollment of 450 students was listed as of June 30, 1975.

The program is geared specifically to the Portuguese immigrants, although other minority ethnic groups are handled through ESL (English as a Second Language) also. Approximately 60 G.E.D. students completed their work and were awarded Massachusetts High School Equivalency Certificates.

Brockton continued its full-time Adult Learning Center Program during FY-1975. This program is also located in the heart of the business district, affording easy access, which contributed greatly to the success of the program. This center also experienced growth in enrollments, ending FY-1975 with a total of 356 students. Thirty-one (31) students successfully completed the G.E.D. Tests.

Falmouth operated its Adult Basic Education Program on a part-time basis, and it too proved very successful. Like Fall River's program, it is geared primarily for immigrants of Portuguese extraction, but handles other ethnic groups as well.

Wareham operates a successful part-time Adult Basic Education Program.

Taunton operates a part-time basis program at two locations, the Cohannet School and the Caswell School. This is a very successful ABE Program. The local director took advantage of a federally sponsored seminar to India during the summer of 1975.

Sharon began its program with the release of impounded funds in FY-1974 and was fully funded by this office during FY-1975. The program to date is growing and has been established as a successful community program.

Mashpee, through the Wampanoag Indian Council, was awarded a planning grant by this Bureau for FY-1975. The program is for Indians and has been fully funded under our Adult Basic Education P.L. 93-380 monies for FY-1976.

ABE Programs in Western Massachusetts

Springfield - In addition to the full-time adult learning center, OWL (Onward With Learning) that has been in operation for about five years, operated a part-time program for Adult Basic Education purposes at the Hampden County Jail and opened a new satellite program at the Springfield Girls Club which has received very favorable response.

All forms of mass media were involved in a publicity campaign during FY-1975 based on a grant from this office for the purpose of attracting attention to the ABE Program and informing the general public of the resources available to them to complete their interrupted elementary and/or secondary education. TV, radio, flyers, and billboards were some of the vehicles used. The results were recorded each month as to how each new enrollee heard about the program. An evaluation of the results will be forthcoming soon.

Six computer terminals are in place, one each in the cities of Lawrence, Somerville, Brockton, Peabody, Worcester, and Boston in addition to the terminal located at the OWL Center in Springfield. All are linked with the computer at the Springfield School Department Central Office. Computer terminals were provided with extensive programming and record keeping ability. Several training sessions were held for staff members.

Northampton has a part-time ABE Program at the Hawley Junior High School which served 117 enrollees. An increase in the number of adults seeking the Massachusetts High School Equivalency Certificate was reported.

Greenfield has an ABE Program with 13 students enrolled in the Salvation Army Building, 15 at the Greenfield Library, and 10 in Turners Falls. The GED Program had an enrollment of 78 students representing nearly all towns in the county. None of the ABE funds were used for GED purposes; the town of Greenfield underwrote those costs from local funds.

Holyoke started its full-time adult learning center program in early 1975, expecting an enrollment of about 125. The final year-end count revealed that nearly 400 adult students had enrolled. Each work day (except Friday) between 35 and 45 people came to the HALO (Holyoke Adult Learning Opportunities) Center for assistance in their attempts to further their education. One candidate who obtained the Massachusetts High School Equivalency Certificate as a result of instruction received at the HALO Center was 74 years of age.

North Adams had a part-time ABE Program at the McCann Technical School which enrolled 23 persons during FY-1975. Radio was reported to be the best means of advertising and recruiting candidates to this program.

Pittsfield had a part-time program for the first half of FY-1975. Negotiations have been under way with the Pittsfield School Department to accept responsibility for the operation of a full-time learning center during FY-1976. Application for funding has been made to provide instruction for approximately 300 potential adult enrollees in Pittsfield.

Worcester had seven (7) satellite programs in operation during fiscal 1975 in addition to the full-time program that has been on-going at the Worcester Learning Center for the past several years. Local community people were used more for recruiting purposes than in past years and the net effect was reported to have been very good. This advertising campaign was most worthwhile with newspaper ads reported to have been the most effective.

The Adult Basic Education Programs as indicated above are conducted in accordance with the approved Massachusetts State Plan and Guideline of Proposals for funding of federal funds under P.L. 93-380. Each program is established and funded for the purpose of raising the educational levels of the citizens of Massachusetts (16 years of age and older who have left a formal school program) with emphasis on the fundamental skills such as reading, writing, speaking, arithmetic, and life-coping skills.

High School Equivalency Certificate Program

During the 1975 Fiscal Year, a total of 467 Massachusetts High School Equivalency Certificates, based on the Spanish version of the GED Tests, were awarded. This is an increase of 119 over fiscal year 1974. During this same period, a total of 5,456 Massachusetts High School Equivalency Certificates were awarded, based on the English version of the GED Tests. This represents an increase of 709 over fiscal year 1974. This results in a total of 5,923 Massachusetts High School Equivalency Certificates awarded during FY-1975.

There has been a rising trend of interest in the Massachusetts High School Equivalency Certificate by our adult citizens state-wide. This has been directly related to a "tight" job market, increased demands for a better educated adult citizenry, to meet Civil Service requirements, to hold a job, etc.

Approving new official GED Testing Centers at North Shore Community College, Beverly, and Adult Learning Centers in Lawrence, Somerville, and Worcester during FY-1975 has resulted in more candidates for the Massachusetts High School Equivalency Certificate and a resulting increase in case load, test reports, demand for necessary application forms, etc. being thrust on our Equivalency Office on the third floor at 182 Tremont Street.

An increase in veterans' benefits by the Veterans Administration has also initiated an interest among veterans, thus reactivating old case loads that had become static.

The High School Equivalency Office is understaffed due to budgetary cuts and has been changing over to a numerical filing system because of the increased case load.

In our testing room that was located at the University of Massachusetts, Boston until July 31, 1975, a total of 3,408 candidates had completed the GED Test battery. This is only a one-half-year total since our statistics in this regard is kept on a calendar rather than fiscal year basis. Since August 4, 1975, we have been operating our GED Testing Program in Boston on the fourth floor at 182 Tremont Street on a 9:00 a.m. to 9:00 p.m., Monday through Thursday basis, for English speaking candidates and on a 9:00 a.m. to 9:00 p.m. Friday basis for Spanish speaking candidates. In the period of two months (August and September, 1975) we have already tripled our candidates seeking to acquire the Massachusetts High School Equivalency Certificate.

Summary

All Bureau activities are expanding and demands for services are increasing. The Bureau is faced with a critical physical space problem relative to the operation of the High School Equivalency Certificate Program.

In order to administer that program efficiently, it must be located on the same general area as other Bureau activities. We now have the Equivalency Office on the third floor, the testing room on the fourth floor, and the administrative offices on the sixth floor. We have requested consideration for the past several years in our attempts to correct this unwieldly problem. It is hoped that the space needs survey that has been on-going for the past few years will identify our needs in this regard and result in some positive action being undertaken to correct this inefficient system that has been allowed to exist for too long a time.

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M A X B O G A R T, A S S O C I A T E C O M M I S S I O N E R

Bureau of Library Extension

Charles Joyce, Director

School Library Media Service and ESEA Title II

Overview

The categorical grant program under Title II of the Elementary and Secondary Education Act (ESEA) ended on June 30, 1975. In keeping with the trend toward consolidation in federal legislation, the new law (P.L. 93-380) consolidates ESEA Title II with a number of other education programs and thereby seriously jeopardizes the traditional source of federal funding for school library media materials. Consolidation becomes effective July 1, 1975. This is the last year, therefore, that the agency will be able to report the distribution of federal funds in the amount of $2 million for print and non-print materials for approximately 380 public school systems and almost 500 private schools. Additionally, it is the last year for allotting any special purpose grants. Local school library media personnel are unhappy about this turn of events. There are no state funds for aid to school library media service as there is for public libraries.

Although federal dollars will continue to flow to local school districts, it is safe to surmise that local school officials will exercise their option to divert funds previously mandated for library materials. Under consolidation, local educational agencies have full discretion over the allocation of monies. Many of them will be unable to withstand the temptation to use the funds previously mandated for library materials for guidance and counselling personnel salaries and for testing materials.

Moreover, a new distribution formula for the allocation of funds will identify fewer than 20 percent of Massachsetts communities for 75 percent of the federal funds. The remaining 80 percent of the school systems in the Commonwealth will be receiving an allocation of approximately 32 cents per pupil instead of the former allocation of $1.70.

The need to continue the former federally-funded kind of programs with state aid is obvious. The enabling state legislation (G.L. Ch. 78 sec. 19E) exists. Considering the radical change in the nature of the federal support to school library media programs occasioned by consolidation, and considering the high rate of inflation in the cost of all types of library resource materials, the amount of federal funds previously provided categorically for school library media purposes should be assumed by the state. The impact of Title II ESEA has improved the quantity, quality, and variety of instructional materials made available to children and teachers in public and private school throughout the state. In the ten years of the program's existence, the average per pupil expenditure for library resources at the local level in participating schools increased from $1.73 to $9.46. The importance of an adequately-staffed state level school library media service cannot be over-emphasized. Without access to state-level consultative services, the evaluations, the professional-expertise stimulating and further improving and developing local school library media centers, a loss of much that has been gained over the last ten years can be anticipated.

Libraries, Schools, and Educational Goals for Massachusetts

In carrying out Commissioner Anrig's Plan to Direct Resources in

Fiscal Year 1975, the Bureau gave special emphasis to two program areas: (a) occupational competency and (b) equal educational opportunity. This was accomplished in part by special purpose grants via Title II of the Elementary and Secondary Education Act and by projects funded under Title I of the Library Services and Construction Act and described elsewhere in this report.

1. Thirty-one grants amounting to $67,000 were awarded for projects involving the development of occupational competency. The following towns received funds in this area: Barre, Belmont, Boston, Freetown, Lakeville, Holyoke, Hudson, Lawrence, Longmeadow, Medford, Everett, Chelsea, Methuen, Nantucket, New Bedford, North Adams, Northampton, Northfield, Pittsfield, Shelburne Falls, Somerset, Southwick, Springfield, Sudbury, Wakefield, Walpole, Waltham, Westport, Worcester, and Wrentham.
2. Equal educational opportunity grants went to twenty applicants, for a total of $44,000 for the study of minorities and women, in schools in Barre, Boston, Brookline, Burlington, Dalton, Gloucester, Haverhill, Lawrence, Lowell, Medfield, Needham, Newton, Norwell, Southbridge, Watertown, Wellesley and Westport.
3. Another Department priority receiving emphasis was bilingual education. Eleven applicants received bilingual grants; towns receiving funds in this area included Boston, Haverhill, Holyoke, Lawrence, Ludlow, Westport, Worcester. The total amount of these grants was $22,500.

Categories of grants such as those represented above are somewhat misleading in the case of the Special Purpose Minigrant program; whereas above we have mentioned only those grants which deal largely with the area indicated, in many cases a number of grants are awarded which fund the acquisition of multi-media materials -- films, sound filmstrips, transparencies, recordings, videotapes, etc. One of the purposes of multi-media grants is making students familiar with subject materials in a variety of formats. Another purpose is transferring information about a particular subject, e.g., "science". A further, highly important purpose is the raising of the interest level of students, and often the comprehension level, by the variety of approaches which multi-media represent. A student whose written English is weak and whose comprehension of science or other subject areas suffers, benefits greatly by an approach that enables the student to see and hear, as well as read, about the heretofore boring or puzzling subject.

Non-Print Media Program

Launched in fiscal 1975, and under the supervision of a staff member who joined the Bureau in January, 1975, it has been a planning year, primarily, for the Non-Print Media Program. A main objective of the Program is to encourage cooperation among all levels of library media agencies in the Commonwealth. A number of concrete accomplishments have emerged. Among these are activities designed to promote inter-agency cooperation. These include:

1. Promotion of a collaborative relationship with the 21 inch classroom. Special purpose task forces are comprised of staff members of both the Bureau of Massachusetts Educational Television and the Non-Print Media Program. These are developing cooperative programs in workshops, materials evaluation, media guidelines, and certification.

2. Establishment of a major video project involving the Nashoba Regional High School and Emerson Elementary School in Bolton to demonstrate the viability of video in the elementary school curriculum. High school students will act as resource teachers in video for two elementary classes throughout the 1975-76 school year. The Bureau's participation carries over into fiscal 76 via four television workshops scheduled in September and October, on-site visits, the loan of a portopak, and the school use of the Bureau's production facility at Kenmore Square.
3. The planning for and organization of a multi-session Video Institute in cooperation with Boston State College. Scheduled between November 1975 and April 1976, and offering graduate level credit, its objective is to meet the general and specialized needs of public librarians, teachers, media specialists, school librarians, and other information specialists.

Preview Collection

A year ago the Preview Collection was a loosely organized array of review copies representing approximately thirty publishing houses. At year's end it has become a full-fledged examination center for K-12 print material received from eighty-five contributing publishers. The collection is used by public and school librarians, teachers, and students from institutions of higher education who are enrolled in courses in literature for children and young adults. Among the review groups using the collection are the Children and Young Adult Round Table Sections of the New England Library Association; reviewers for Appraisal, the Harvard-based science review journal; and the Committee on Books for the Blind and Physically Handicapped, a Library of Congress Committee.

Public Libraries and Federal Funds

With the most recent 5 year extension of the Library Services and Construction program drawing to a close, it seems an appropriate time to review activities as they have affected public libraries. The LSCA special project program has been in existence since FY 1968. It has provided for those librarians who are creative and imaginative an excellent opportunity to establish new services, to explore the use of new equipment and materials, to reach out to those who do not ordinarily use public library facilities. It has changed those libraries which have participated both through the staff's concept of itself and its functions and the image the community has of it

Individual Libraries

An estimated 20% of the libraries have made major changes in their library programming due to participation in or knowledge of the LSCA special project program. Since they constitute the largest libraries it means that improved library services via the special project programs has been available to roughly half the Massachusetts population. Outreach projects aimed at a specific population have a tendency to improve services to all citizens of a community since aspects of the programs undertaken have appeal to a wide audience; e.g. the use of audio visual materials and equipment.

Regional Projects

Another approach used to reach librarians has been through Regional projects. This has met with mixed success. Programs aimed at backstopping the Regional Public Library Systems by providing monies for the purchase of materials and equipment have been completely accepted by the member librarians. Actually librarians are so little conscious of the source of the monies that it does not occur to them that there would be little service except consultant services available from the Regions without federal monies. Federal funds have always been the source of a large proportion of the materials and equipment budgets for the Regions.

In addition to the "backstopping" feature, the Bureau's Project Director for LSCA has encouraged projects with an educational training component: paperback collections of Children's books to librarians who participate in workshops explaining the use of paperbacks, collections of reference books to librarians attending workshops on the use of various reference books. It is difficult to tell what proportion of the libraries have improved service because their library staff members attended workshop but there is a positive feeling toward this type of program by participating librarians; possibly because they receive something tangible.

Outreach Projects

The third type of grant given to the Regional Systems has been for the development of outreach programs to serve a specific group. The idea has been to teach librarians how to develop outreach programs and then have the programs packaged and available for individual libraries to borrow for demonstration purposes. The Regional consultants handled the projects and invited staff members of the member libraries to serve on

committees to develop the projects. Because of the nature of the projects it entailed a great deal of work but was an excellent training experience for those who participated. Librarians learned how to evaluate, purchase, process, and use audio-visual materials. They also learned to work with other agencies serving the same persons they were attempting to serve. They had experience planning programs which involved speakers, audio-visual materials, bibliographies, etc. The intent of the projects was to serve primarily as a demonstration - exhibit - workshop collection to create awareness of the existence and uses of the materials and to stimulate member libraries to begin to develop their own special collections.

The conclusions drawn by the LSCA Project Director are that in order for change to occur in public libraries, continuing education must be made a priority of the LSCA program or any comparable state program. The necessary personnel, materials, and equipment must be provided to the librarians in addition to the education component if the librarians are to institute the new services and programs they are taught.

Planning amd Evaluation Activities

Library General Information Survey (LIBGIS)

The Planning and Evaluation Unit coordinated the participation of Massachusetts in the nationwide LIBGIS effort, a public library data-gathering effort conducted under the auspices of the National Center for Educational Statistics (NCES), U.S. Office of Education. Forty-eight public libraries in Massachusetts were included in the national sample, and the Bureau assumed responsibility for the distribution of questionnaires and the pre-machine edit of the returns. A return rate of 96% (46 out of 48) was achieved.

A staff member attended a workshop sponsored by the National Center for Educational Statistics in Washington during October, 1974. At the workshop representatives from state library agencies were familiarized with NCES data categorization and data handling methods. As a result of this, the Bureau has revised its annual report data handling and reporting procedures to make it possible for each public library in the Commonwealth to make statewide, regionwide, and nationwide comparisons within certain data categories.

It is anticipated that such comparative data will assist local librarians in evaluating their own services and in providing support for requests for additional local funding.

Regional Surveys

The Planning and Evaluation Unit has completed the data gathering and data analysis phases of surveys of regional public library services in the Eastern, Central, and Western Regions. These surveys utilized a mailed questionnaire containing approximately 350 data items, sent to each of the 384 public libraries of the Commonwealth, and subsequent personal, in-depth interviews with the staffs of 78 randomly chosen public libraries, for the purpose of evaluating the effectiveness of the regional services available to these public libraries from the regional headquarters in Boston, Worcester and Springfield, and the various sub-regional headquarters. The Planning Unit also undertook an extensive retrospective analysis of regional fiscal and service report data and a review of the various contracts, agreements, rules, and regulations that define regional relationships, and responsibilities. Narrative reports of these surveys, with appropriate statistical compilations, are now being prepared.

In general, these surveys indicate that regional and sub-regional libraries have been reasonably successful in providing required services and resources to member libraries. However, substantial deficiencies and inequities do exist; and, perhaps more importantly, there are areas in which the efficiency of certain regional and sub-regional operations need to be further scrutinized. During FY 1976, data accumulated through this survey and document analysis will be presented to the Board of Library Commissioners so that they might examine, in consultation with all parties involved, any organizational and/or operational alternatives that might ensure that monies appropriated for regional public library systems purchase maximum services to member libraries.

Reciprocal Borrowing

The Planning and EValuation Unit designed the procedure for sampling reciprocal borrowing activity within the Commonwealth, pursuant to the implementation of Standard Six (Ch. 78, sec. 19B) relative to free direct access to the public libraries of the Commonwealth.

The purpose of the study was to determine activity flow and to identify those libraries giving significant non-resident borrowing services, not to project a statistically defensible item count .

The results of the survey were somewhat weakened by the fact that a number of libraries declined to participate, maintaining that while the legislation mandated reciprocal borrowing, it did not mandate any attendant record keeping. Even so, interesting patterns were evident from the results; most significantly:

1. Certain non-contracting libraries are giving substantially more reciprocal borrowing services than certain contracting libraries.

2. The variability of the underlying distributions is considerably less than we had thought might be the case.

3. Any definitive plus or minus factors (i.e., number of non-resident issues vs. number of items borrowed from non-local libraries by residents of a given municipality) would depend on 100% participation by all libraries, whether on a sample or a daily count basis.

Library Service to Persons with Special Needs

There follows a sampling of projects funded under Title I of the Library Services and Construction Act.

Wrentham State School

The Institutional Library Specialist views this institution as the location for a model library that would stimulate the interests of other state institutions as well as private and public agencies who need to expand their library service to provide for the special needs of retarded persons. A room in the school has been set aside for remodeling as the library. A grant proposal for funding under LSCA Title I has been filed for fiscal 1976, and the Bureau expects to award a grant of $25,500. The library will emphasize reality orientations for the severely and profoundly retarded. This will include film and storyhours, puppet shows, multi-sensory programs, high-interest low-vocabulary books and other media to stimulate the needs and senses of the 1,350 residents.

Springfield City Library

The Bureau's Project Director for LSCA reported that federal funds to improve the city library's service to the Spanish-speaking resulted in two public library programs which were undertaken by the Children's Room staff in cooperation with the Transitional Bilingual Supervisor of the Springfield Public School System. One was a combined reading and craft program conducted jointly by English-speaking and Spanish-speaking assistants. The other was a puppet club conducted by a professional puppeteer. Seventeen Spanish-speaking children learned to make various kinds of puppets. This project culminated in staging two performances of a play, "La princesa que no podia llorar". A cassette of the voices is available for future use. Attracted by the Spanish books and sound filmstrips purchased with federal funds (LSCA), Spanish-speaking children are using the children's room in the central City Library freely and happily. Friends bring newcomers as soon as they arrive in the city. They start out by reading and listening in their own language and progress gradually toward a greater facility in English.

Recruitment of Minorities

A program designed to recruit minorities to careers in librarianship in Massachusetts was approved in March by the Board of Library Commissioners, using federal funds under Title I of the Library Services and Construction Act. The two-phase program will commence in the Fall of 1975. Phase I consists of the funding of two fellowships plus living expenses for two minority students who will seek a graduate degree in library science at Simmons College commencing in September 1975 and participate in a part-time practicum at the Bureau. Black Americans, Spanish surnamed Americans, American Indians, and Oriental/Asian Americans are eligible applicants. Phase II is an affirmative action project to effect recruiting from minority groups to state agency and local public library positions.

The need is great. According to the latest available statistics, Massachusetts has only 87 Black and 68 Spanish professional and pre-professional librarians.

Bourne Public Library's Service to the Homebound

Chapter 766 brought a new dimension to the Homebound Program, not anticipated in 1972. Since Chapter 766 became law, a Bourne Public Library staff member has made a special effort to inform parents and teachers of children with special needs of their eligibility to obtain talking books. Through a series of three workshops for special needs teachers, school administrators, school psychologists, reading teachers, guidance counselors and department heads at all scholastic levels, she informed participants of the eligibility requirements for children with special needs to obtain talking books, and the many agencies from which special materials may be utilized free or at a nominal cost. As a result of these workshops, most schools in Bourne have at least one talking book machine and borrow talking books regularly from the Bourne Library and from the library at Perkins School for the Blind. The public library has obtained taped text books from National Braille Press and Recording for the Blind, Inc. for use by special needs children at home or at school.

The chief librarian and a staff member have conducted numerous workshops since 1972 at local and state levels helping other communities to initiate their own homebound programs. Two in-service workshops were conducted at Barnstable County Hospital and Cape Cod Nursing Home for nurses and doctors demonstrating the special equipment and services available from the library to hospitalized and institutionalized patients.

The most essential part of any Homebound Program is its collection of large print books. They are so popular with Bourne's Homebound borrowers that it is a constant problem to keep up with patron demand. The program's LSCA Title I grant was used exclusively toward the purchase of titles in large print a most necessary expenditure. Not only did this $2,000 grant increase the size of the large print collection, it set precedent in the town, causing Bourne's Finance Committee to approve a budget of $1,850 exclusively for the purchase of large print books in the 1976 fiscal year. The local Lions' Club donates $150.00 annually for this purpose.

Institutional Library Services

Library service in all Massachusetts institutions lag far behind recommended national standards. The four State Departments of Corrections, Mental Health, Public Health, and Youth Services currently operate fifty-four institutions serving a total of 23,007 residents. The Institutional Library Services Specialist joined the Bureau staff in January 1975. She made a total of twenty consultative visits to institutions, held twelve office conferences and actively participated in library associations at both the national and state level. New grant guidelines were developed in April and will be utilized for any future grant porposals. Evaluation must be seen as a continual part of the library program. Monitoring of any such grants will be handled through newly developed quarterly report forms which have been made to be compatible with the national LIBGIS survey and will be easily transferable to a computer-readible format.

In FY 1975 the following objectives of the Bureau's five year plan for library services to the institutionalized have been furthered:

1. An LSCA grant was awarded to provide for the purchase of general and legal library materials to serve the five hundred residents at MCI-Walpole once the administration had identified space, provided basic furnishings and shelving and secured a librarian.

2. Projects were funded in three correctional facilities, five mental health facilities and two public health institutions to improve existing collections.

3. The Bureau managed to encourage the establishment of three additional librarian positions in state institutions. One librarian in a Grade 13 position was budgeted at MCI-Norfolk, a librarian was hired in lieu of a nurse at MCI-Walpole, and a librarian was hired in a teaching block at the Wrentham State School.

4. One consultant position was filled halfway through the year to develop and coordinate the institutional program at the state level.

5. $45,000 in LSCA funds was encumbered for the establishment of minimum legal collections in all five of the state correctional institutions.

6. A committee has been appointed to develop standards for hospital libraries and a survey was conducted of existing library services in mental and public health institutions.

Library services in most of the institutions still lag behind the quality of their other general rehabilitative programs. Only a few of the institutions have adequate facilities for resident libraries. The collections which are relatively good will deteriorate as the years pass with no replacements due to lack of a continuing budget from the Departments. All institutional libraries are deficient in non-print materials and audio-visual equipment.

Most institutions have given little attention to library services, have no plan for library operation, have no specified library budget and have not

visualized the library as a significant element in the rehabilitative process.

Any strong institutional program cannot afford to be without effective library service. Not only is the library of value by contributing to the welfare and recovery of the resident, but it adds strength to the institutions program and supports the staff in its responsibility for improved care.

A review of the Massachusetts Library Laws indicates that there is a clear responsibility on the part of the Bureau of Library Extension to provide for the establishment and development of library media centers in state and county institutions.

Department of Corrections

The Institutional Library Services Specialist's primary emphasis in the last fiscal year has been with the Department of Corrections. Over the years they have been more supportive of library service and residents are more vocal in demanding libraries (especially legal materials) as their right.

Before she arrived in January of 1975 $180,485 was encumbered in grants to the five state correctional institutions. This amount has since been increased to $208,000 and of this $128,846 has been expended to date.

Of the total amount of $45,000 or 21% was encumbered for legal materials in order to help the Department of Corrections meet a court mandate for resident access to law libraries. To assure the security of these expensive collections a prerequisite was that a librarian be hired to take on such responsibility. Presently, legal collections have been located at three of the five adult correctional institutions where adequate administrative and staff support has been shown.

Last April legal library rules and regulations were developed in conjunction with the Department of Corrections legal staff and are still pending official approval. In them, plans of service, access of residents and established monitoring procedures are required.

Space for a resident library has been identified in all the correctional facilities. Although institutions have requested budgets for library staff and materials year after year this is the first time any of these positions or budgets have been realized. A librarian was hired at MCI-Norfolk starting January 1975. The total expenditure for library service in the Department of Corrections budget last year was only $27,737 and of this 87% went for personnel salaries. The remaining $3,603 for materials averages a per inmate expenditure of only $1.43. In comparing this materials expenditure to the American Correctional Association Standards, Massachusetts falls 97% below the recommended minimum expenditure of $90,340.

In the next fiscal year it is hoped that the Bureau can fund grants from the institutions that have hired librarians at the grade 13 level so that the gap between levels of service and the national standards can be narrowed. For the grant the institutions must ear mark funds for the library in their FY 1976 budget and agree to submit an adequate budget for continuation in FY 1977.

State Aid for Libraries

Fiscal 1975 had an unprecedented beginning in relation to library legislation. Almost on the eve of prorogation (July 1974) two important state aid to library bills received favorable action by the State Legislature, although only one was enacted into law.

H 6478, a bill to increase the amount of state aid for public libraries from $4.7 million to $6.3 million via the two on-going programs of direct state aid grants and regional public library systems, was approved by the Mssachusetts General Court. It suffered a pocket veto by the Governor.

S 1853, the bill providing a program for the improvement and development of Comprehensive Library Media Services by the Massachusetts Board of Library Commissioners was signed into law on August 8, 1974 by the governor as Chapter 764 of the Acts of 1974. This enabling legislation authorizes six programs currently federally funded by the Library Services and Construction Act (LSCA) and Title II of the Elementary and Secondary Education Act (ESEA):

* Programs of cooperation and coordination among Library Media Centers.
* School Library Media Services.
* Library Media Centers in state and county institutions.
* Library Media Centers for Handicapped of all types.
* Public Library Building, Planning, Reconstruction, and Construction.
* Library Research and Development.

Chapter 764 provides the Board of Library Commissioners with the necessary state mandate to do what it has heretofore done only through its administration of federal funds. The next requirement is to obtain the necessary state funds to put the Act's principles into effect. Of particular significance is Chapter 764's emphasis on inter-type library cooperation and on improving a citizen's access to information and library service wherever it may be found: public libraries, school libraries, academic libraries, institutional libraries, and special libraries.

Fiscal 1975 came to a close with H2004 still under consideration by the State Legislature. H2004, the successor to H6478, seeks the same increase in the amount of state funds for the two on-going state aid to public libraries programs.

Workshops

ESEA Title II Grants

The School Library Media Specialists conducted 5 workshops at the regional offices to provide technical assistance on Special Purpose Grants. This is the program which funds small, innovative projects that will demonstrate dramatically the relationship between media and instruction.

With the knowledge that the program would be prohibited under the new consolidation law effective in fiscal 1976, there were 4,000 requests for project applications; 700 educators attended the workshops; an additional 300 made individual appointments with the consultant staff -- and there was sufficient federal monies to fund only 220 of the project applications.

Materials Conservation Training Sessions

More than 100 representatives from Massachusetts public libraries attended the initial training sessions of the Public Library Materials Conservation Project, held at the Worcester Public Library on October 24 and 31. The project was sponsored by the Bureau of Library Extension, and funded by a grant from LSCA Title I. The New England Document Conservation Center in North Andover assumed the reponsibility for conducting the actual sessions.

The second phase of the program incorporated seven hands-on workshops emphasizing the practical steps and processes for preventive conservation. They stressed techniques that can be employed by a library staff on the local level. Participants received restoration grants. These Title I grants were to enable public libraries that have adequate facilities for preservation of restored materials to acquire funds for field evaluation surveys and restoration work done at the Center.

Since evaluation is an integral part of any program planning process, the original 100 participants were asked to complete the Project Evaluation Questionaire. The data gathered regarding current materials conservation programs already operating will be used for a comparison study with information compiled by a similar evaluation instrument scheduled for July, 1975

ANNUAL REPORT

YEAR ENDING JUNE 30, 1975

DIVISION OF OCCUPATIONAL EDUCATION

Patrick J. Weagraff, Associate Commissioner

The following report of each bureau's activities describes the major tasks completed and results obtained by the Division, during FY 1975, toward priorities stated by Commissioner Anrig in the operational plan dated August 27, 1974.

This was the year of the phase down and close out of the Manpower Development and Training Act (MDTA). Personnel, both professional and supportive, were reassigned within the Division of Occupational Education. Funded occupational training programs came to an end as of June 30. Individual student referrals, to be in training for FY 76, through the cooperation of the Department of Labor, the Division of Employment Security, and CETA sponsors were permitted to complete their training. With the appointment of a Comprehensive Employment and Training Act (CETA) Director in the Division, an orderly transmittal of approved teachers' records, forms developed over the years by MDTA, inventory of equipment, and cooperative use of staff for monitoring and technical assistance to local education agencies was effected. The Bureau of External Audits assisted in closing out many accounts.

Positive action was taken within the Division in two areas, regionalization and reorganization. Preparation was made for the change from a specialist role to that of occupational generalist in the regional education centers. Assignments of all personnel, professional and supportive, those to remain in the central office and those to be regionalized were completed with a target date set for FY 76.

A coordinator for the Office of Private Schools was appointed. Staffing increased from two to six professionals and from two to four clerical workers. A more proactive approach to the regulation and monitoring of private trade, business, and correspondence schools was developed. Communication and coordination with the Attorney-General's Consumer Protection Division resulted in improved enforcement procedures. Legislation was filed to make the existing private school regulations more uniform and provide a better protection for the consumer. A consumer handbook was prepared for distribution to prospective students and the public.

Finally, an updated and revised Bureau manual, "Opportunity and Resources in Occupational Education" was printed.

BUREAU OF ADMINISTRATIVE SERVICES

John P. Manning, Director

Occupational Education Master Plan

(1) During FY 75, the Division collaborated with the Office of Executive Planning, primarily by supplying data as requested. The planning staff of the Division provided preliminary technical reveiw of the document, Occupational Education in Massachusetts: Data Summary; Context and Dimensions.

(2) In addition, the Division funded and cooperated with the "Commonwealth Colloquium" developed by the University of Massachusetts at Boston. The purpose of this colloquium was to involve upper-level leaders from Industry and Labor, among other sectors, in the state planning process for Occupational Education.

Advancement of Opportunity for Women Under Chapter 622

(1) The Division has continued to collaborate with the State Board in developing statewide guidelines for this priority program.

(2) A series of meetings have been conducted with vocational/occupational program administrators to acquaint them with the new guidelines (including both state and federal) and to develop program implementation plans. However, actual progress has been slow at the secondary level.

(3) Some significant progress has occurred at the post secondary level: (a) as of January 1975, there were 48 women apprentices in drafting, printing, machine, metals, and construction trades; and (b) 440 women are being trained at Middlesex Community College in new-type skill-building courses.

STREGHTENING THE CAPACITY OF THE DEPARTMENT OF EDUCATION

A. Regionalization of the Department

(1) The Division (from the bureau chief level up through the Associate Commissioner's Office) has continued to collaborate with all other central office and with regional office elements to refine procedures and evaluate/select/place staff in the regional offices.

(2) As of this date, the Division has regionalized 6 professionals and 9 support personnel; by the end of the fiscal year, it is expected that 22 more professional staff and 2 more support staff will be regionalized. Lack of space has limited this number.

B. Internal Management

Examples of new or intensified collaboration of the Division with other segments of the department have been previously cited under Occupational Competence, Career Guidance, Chapter 766, and Regionalization.

C. Teacher Certification

Although Chapter 847 specifically excluded vocational personnel from these new mandates, the Division has acted to strengthen and systematize its L.E.A. staff approval mechanisms:

(1) The majority of job descriptions in the administrative and teacher areas have been rewritten.

(2) In conformance to the mandates of Chapter 74, all programs (with the exception of Evening Practical Arts, Consumer and Homemaking, and some Health) have been canvassed to ascertain the number of unapproved teachers and other staff.

(3) New approval cards have been issued to over six thousand (6,000) vocational teachers, counselors and administrators; these records have been placed in computer storage. Over sixty-five (65) local vocational administrators were involved in the development of this new professional staff approval system.

(4) A detailed manpower demand survey of all L.E.A.'s offering vocational/occupational education programs has been prepared and will be distributed before the end of FY 75.

(5) Regular teacher training programs were offered through the State University and Colleges to 1640 teachers on the undergraduate level and to over 400 on the graduate level, with 144 expected to receive their B.S. in Vocational Education degrees, 56 their M.S. in Occupational Education degrees, and 13 their EdD degrees before the end of FY 75.

(6) Special professional development projects for Occupational Competence staffs and for minority/disadvantaged persons have already been cited in other sections of this report. Many of these special programs were funded, in whole or in part, by a special EPDA Part F grant which the Division obtained from the U.S. Office of Education.

One very important aspect of strengthening the department's capacity arose after the Commissioner's FY 75 Operation Plan had been issued: The question of whether and to what extent the Commonwealth's private vocational schools were abusing their state-granted licenses. During this past year, the Division, in cooperation with the department's legal staff and with the Attorney General's Office, established a greatly expanded and more efficient monitoring and evaluation system whereby its Office of Private Schools was able to conduct 197 such evaluations, to date. Consumer handbooks have been published and disseminated in four different languages; and, a multi-media campaign has been initiated.

BUREAU OF PROGRAM SERVICES

Anthony Pit[illegible], Director

OCCUPATIONAL COMPETENCE

A. Occupational Competence for the "General" Student

(1) Technical assistance to programs funded in FY 74 - The Career Education Dissemination Service (CEDIS) and the Computer Assisted Research for Educational Relevance (CAREER) Projects, in addition to central and regional office personnel, provided technical assistance to the thirty-five (35) occupational competence projects funded in early FY 75 (from FY 74 monies).

Projects CAREER and CEDIS were involved in developing a cross-disciplinary curriculum for eleven (11) projects. The central and regional offices concentrated on: (a) clarification of the role, responsibilities and authority of Project Directors; (b) providing guidelines for forming advisory councils; (c) providing coordination and collaboration among occupational competence projects (including publication of guidelines and case analyses of existing collaborative efforts in Massachusetts and throughout the United States); (d) dissemination of information among school districts; (e) utilization of community resources for assisting the projects; and (f) developing student recruiting; screening and selection processes.

In addition, the Division developed a procedure for assessing local manpower and employment needs, in collaboration with several projects.

(2) Promotion of broader school district participation - In early FY 75, forty-one (41) Occupational Competence Projects were funded (27 planning, 14 model); recently, forty projects were approved for FY 76 funding and implementation. Of these, nine were planning projects during the initial funding cycle and eight were model programs during the same period. Consequently, twenty-three (23) new school districts are now being involved.

(3) Funding new or continuing projects in FY 75 in an amount of no less than $1.5 million - Regional breakdown of funding for FY 75 Occupational Projects (plus other pertinent data) is as follows:

Region	# Sub	# App	Students Affected	$ Award
Boston	19	9	2,963	$481,878
Northeast	24	10	1,043	447,037
Worcester	19	6	915	304,000
Southeast	13	7	840	326,318
Springfield	9	5	390	190,000
Pittsfield	4	3	480	98,800
Totals	88	40	6,631	$1,848,033

On November 20, 1974 the Commissioner established nine specific criteria for Occupational Competence program funding. The following chart indicates how the forty projects chosen conformed to these standards:

Criteria	No. of Projects Conforming (max = 40)
1. General Curr. (9-12)	40
2. Integration of Learn. Exp.	39
3. Skills Training	40
4. New Program to District	36
5. Replicable	36
6. Chapter 766 Elements	35
7. Private School Access	23
8. Collaboration	26
9. Community-Based Component	33

(4) Instructions of the Commissioner regarding greater use of community resources were followed (see above chart detail). Inter-divisional groups created for first-year activities were continued and strengthened during this second year.

(5) Other activities of the Division interfacing with the Occupational Competence thrust were as follows: Secondary - A total of 257 programs were funded (including 23 Distributive Education, 11 cooperative, 36 work study, and 22 Industrial Arts, among others) and nearly 90% of the funds were spent for new programs; numerous late-afternoon collaborative programs involving regional vocational and academic high schools were initiated; assistance is being offered to communities in arranging facility leases, as opposed to new construction; Postsecondary - through divisional funding under the P.L. 90-576 setaside, 500 new students benefitted from cooperative programs which integrated curricula with work experience in Industry.

(6) In the area of professional development, the Division initiated the following projects geared toward Occupational Competence staff training needs: (a) Business, Industry, Labor and Education Cooperative Interaction Program: Fitchburg State College; 100 teachers, counselors and administrators from comprehensive high schools interacting with community leaders, in three central locations, to plan joint programs in eleven occupational clusters; (b) Three-member higher education consortium to train comprehensive high school teachers for Occupational Competence programs (one of which is already working with four high schools and their staffs); and (c) a Northeast Region Pilot Workshop for Inservice Training which has developed teacher-training curriculum materials in the Occupational Competence area, for testing in other regions.

BUREAU OF SPECIAL NEEDS

Amanda V. Houston, Assistant Director

Career Guidance

The Division undertook a number of organizational and programmatic actions to meet the Board's mandate to begin a FY 75 planning effort in order to implement a new statewide program in FY 76.

Organizational Activities

(1) Appointed an Ad Hoc Career Guidance Advisory Committee in November 1974, consisting of representatives of all major guidance associations in the Commonwealth, charging this new committee with the review of exemplary guidance programs and with the development of a "plan to plan."

(2) Funded Project E/D Model in December 1974 to provide technical assistance to the new advisory committee and to assist it in preparing the "plan to plan" and a model comprehensive Career Guidance Plan.

(3) After five meetings of the Advisory Committee and E/D Model staffs, a draft document entitled, An Approach to the Development of a Comprehensive Plan for Career Guidance for the Commonwealth of Massachusetts was produced in February 1975, submitted to the three Associate Commissioners (D.O.E., C&I Special Education) for review and comments; and, following approval by these officials, publishing this document in April 1975 and distributing it throughout the Commonwealth. The "model guidance plan" is currently in preparation.

(4) Personnel procedures have been initiated to permit appointment of a Career Guidance Specialist in each of the six regional centers by July 1975. The C&I and Special Education Divisions are collaborating in developing job specifications and will assist in screening candidates.

(5) An Interdivisional Steering Committee has been established (Occ. Ed., C&I, Special Ed) to oversee remainder of FY 75 planning, as well as early FY 76 developmental activities.

(6) The Office of Career Guidance and Project E/D Model have published and distributed, statewide, three issues of a new career guidance newsletter, Update, which will promote such programs and disseminate exemplary materials.

Programmatic Activities

(1) Funded American International College to conduct a twelve-week graduate level (3 credits) workshop for Western Massachusetts guidance counselors, administrators and teachers regarding labor market needs in that region.

(2) Funded Greater Lowell Regional Vocational-Technical School to develop a Career Information Service which will provide students with microfilmed career guidance products, as an outgrowth of Project VIEW in San Diego, California.

(3) Developed operational plans for three types of Career Resource Centers (comprehensive high school, regional vocational-technical school, community center) which will feature techniques and products developed by CIS (above).

(4) The Division has arranged to be designated as the vehicle for testing a pilot training course sponsored by the National Association for Industry-Education Cooperation and featuring the development of school-based job placement services; a Summer pilot program will be instituted in Lawrence during Summer 1975.

(5) The Division has established an Office of Youth Organizations and will greatly increase its commitment to guidance-related occupational student clubs such as DECA, VICA, FHA, and FFA.

SPECIAL EDUCATION

A. Implementation of Chapter 766

While pursuing its regular federally mandated emphasis on serving handicapped students under the Part B ten percent setaside of P.L. 90-576 (see item B), the Division took the following specific actions in support of the new program area:

(1) Collaborated with the Division of Special Education in developing regulations for implementing the Act in vocational/occupational schools; this collaboration has continued through review of handicapped proposals jnder P.L. 90-576 by Special Ed staff.

(2) Funded fifteen (15) "Area Coordinator for Special Needs" positions in the regional vocational-technical schools and provided training for persons selected for these positions.

(3) Developed and offered a workshop for 200 teachers, administrators and guidance counselors from vocational/occupational education programs on planning/implementing special programs for the learning disabled student (Northeast Metropolitan Regional Vocational-Technical School, Wakefield)

(4) Continued to fund Project MODEL (mobile occupational education trailers) to perform both individual evaluative and training services for special needs students.

(5) Refined and disseminated job performance specifications geared to various types of handicaps and developed during FY 74 under a special federal grant to Project CAREER.

(6) Developed an intensive sour[illegible]aterial acquisition effort in CEDIS and performed several compu[illegible]earches on behalf of user schools in this field.

(7) Funded Tufts University to offer a semester course in "Methods and Materials for Teaching the Handicapped"; thirty (30) teachers, coordinators and administrators are currently in attendance, from a variety of institutional types.

(8) Designed and is beginning implementation of a statewide model project which will produce curriculum materials for teaching the handicapped and programmatic planning guidelines for in-school programs of these types.

B. P.L. 90-576 Handicapped Programs

As mentioned above, the Division has had a federally mandated prior involvement with serving the handicapped which now is being meshed with Chapter 766 efforts. During FY 75, the Division has funded twenty-seven (27) such programs, either in public schools or through non-profit corporations and community-based agencies. Total investment for the current year is $1,082,734. Programs serve the blind, deaf, cerebral palsied, learning disabled, those with muscular dystrophy, and the emotionally disturbed. A total of 3,800 handicapped students were served.

Note: To date, the Division has not emphasized serving older special needs students since its overall emphasis is on secondary-level programs; also, the Division's adult education staff is at a very low ebb, even for regular occupational programs. However, this is expected to change during FY 76, particularly as the new CETA staff becomes organizationally effective.

EQUALLY OF EDUCATIONAL OPPORTUNITY

A. Implementation of the Racial Imbalance Plans for Boston and Springfield

The final order from the Court was issued within the last two months of FY 75. Consequently, informed work on this priority within the Division was delayed, in some key areas, until this date. Nevertheless, several actions were taken in anticipation of the court's order and are now well underway:

(1) The Division collaborated with Dr. Charles Glenn (who has primary operational responsibility for the Department's response to the order) in developing various official positions and recommendations of the department.

(2) The vehicle for developing the Division's input to the above was a Boston Task Force composed of divisional staff whose program responsibilities impacted strongly on Boston's problems; this task force was organized and chaired by Ms. Amanda Houston, Assistant Director for the Disadvantaged and Handicapped.

(3) In the fall of 1974, the Division funded the Boston School Department's "Cooperative Occupational Education Project" which has evolved into the City's primary vehicle for developing its response to the occupational education parts of the Garrity decision; divisional staff are actively collaborating with this project. Project funding - $153,000.

(4) One of the most severe problems pursuant to the Garrity decision is the almost total lack of minority instructors and administrators for Boston's vocational/occupational education programs. Consequently, the Division is funding a variety of special professional development projects at Fitchburg State College, Boston State College, and Tufts University which are geared to recruit minority professionals and provide quality training or retraining. The University of Massachusetts was also funded to offer leadership training to promising minority members, at the Master's and doctoral levels.

While the Division's FY 75 funding of a wide variety of occupational programs in Boston cannot be considered as a direct response to the court order, this range of projects will provide many avenues for the coming plan (due 9-8-75). Currently, the total investment of P.L. 90-576 funds amounts to approximately $1.2 million.

B. P.L. 90-576 Disadvantaged Programs

Although service to the disadvantaged student is not specifically listed as a priority for FY 75, it is apparent that this objective must be central to the imperative, "Promote equality of educational opportunity." The Division operates under the federal mandate to expend a minimum of fifteen percent of P.L. 90-576 Part B program funds for this specific purpose. During FY 75, total investment of such federal monies was approximately $1.6 million. Although there are scores of these programs (as well as major thrusts in the Division's four developmental projects, especially the mobile trailer project MODEL), three examples may prove typical:

(1) Four classes were held at Boston Trade School for 120 Spanish-speaking minority groups in preparation for the apprenticeship examination. In addition, approximately 145 students in four community colleges received training in clerical programs designed particularly for the disadvantaged and bilingual to gain marketable office skills.

(2) The Division, in conjunction with the Firefighting Academy, is mounting a statewide minority recruitment campaign to attract such applicants for the firefighter's Civil Service Examination; and will offer a special course to an expected 15,000 such applicants in the content of the firefighter's job and techniques of exam taking.

(3) The Office of Professional Development has mounted a vigorous campaign to recruit minority candidates for vocational-school teaching and administrative positions; and, has funded Boston State College to offer special qualifying courses for such applicants.

BUR[illegible]F POST SECONDARY

Anthony V[illegible]ipriano, Director

Technical

Post secondary occupational education programs are designed primarily for people who have completed or left high school and who are available for an organized program of study in preparation for entering the labor market. Occupational courses are conducted at a level and pace appropriate for grades 13 and 14. In Massachusetts' 15 community colleges, 16,536 students were enrolled in occupational education programs. Under Chapter 74, 3,161 students in 26 vocational schools were enrolled in post secondary occupational career programs.

In FY/1975, $1,702,562 of P.L. 90-576, Part B funds were allocated to support occupationally oriented programs:

Community Colleges	1,618,438	(96%)
Vocational Schools	84,124	(4%)
	1,702,562	(100%)

Regional workshops were conducted in each of the six regions to inform, clarify and assist Local Educational Agencies (public, private, vocational, community college, and other) on guidelines and general procedures for filing program proposals for post secondary technical education programs. Subsequently, 136 proposals were generated and submitted to the bureau for processing, review and evaluation. Of the 84 approved and subsequently funded programs, 30 (36%) were in the Business Office Occupations area. This is an area of high job demand and students completing these programs have excellent employment possibilities. These programs are well distributed throughout the state including urban, economically depressed, and rural areas.

Fourteen programs (17%) were funded in the Allied Health area, and reflected eight separate disciplines located at eight institutions across the state. Four were new programs and ten were expanding.

Technical Education/Trade and Industry comprised 18 programs (21%). Included among them were drafting and engineering, environmental technology, and electronics programs. Also included were the service occupations of Law Enforcement/Police Science and Fire and Safety Technology.

Three programs were funded specifically for disadvantaged students Housing Maintenance, Clerical Typist, and Secretarial Office Education. Five programs (two new and three expanding) involved cooperative education for students in community colleges, and several programs involved articulation between schools.

APPRENTICESHIP TRAINING

In compliance with Chapter 23 of the General Laws, the Division of Occupational Education is required to offer a minimum of one hundred and fifty hours of related instruction. In the city of Boston, due to the unrest and busing problems, many of our apprentices started training in November. It was necessary to reschedule the school class calendar in order to acquire the required 150 hours.

The Apprentice Preparatory courses were highly successful. These courses were established to help the Spanish speaking and minority groups in preparing for Apprentice Training.

Because of the recession and the reduced work force, the building trades had many less apprentices. The other trades did better, so the total apprentices were 5,292, which exceeded last years total of 5,210. There was an increase in the number of classes in approximately 39 different trades.

Diversified courses of study are now being compiled and soon will be ready for the printers.

Courses in the electrical field established for Boston Navy Yard released employees, were highly successful, and many have obtained their licenses.

The Annual Carpenter's Apprentice Contest was held in the western part of the state. Local merchants donated many prizes for the apprentices. The highly successful poster contest was held again this year.

Classroom monitoring and visits showed remarkable improvement in subject matter content. New uniform courses of study were written and adopted in the plumbing and carpentry courses, contributing to a very successful year. Several classes in carpentry were merged from different systems.

A descriptive memo with rules and new regulations were sent to Directors and persons in charge of Apprentice Training. All meetings of the State Apprenticeship Council, Advisory Council, Coordinating Committee and Training Directors were attended by this Office, resulting in better understanding of the functions of all concerned.

ADULT

One of the main objectives of Adult Education during fiscal year 1975 was to support programs that provided guidance and counseling to adults. For example, four hundred and forty women were encouraged to consider trade preparatory programs that traditionally are considered "male

occupations". Also, the Quincy Public Schools implemented a program which provided guidance services to five hundred adults, and emphasized long term vocational counseling. Another objective was to support trade prepatory programs for those high school graduates from the general education curriculum so that these students could attain salable skills.

Five programs were funded under P.L. 90-576 in the category of guidance and counseling, five in trade and industry, four in the health field, and one each in office occupations and distributive education. The new student enrollment in these programs for fiscal 1975 numbered 1915 students. Forty percent of the federal allocation was awarded to community colleges, thirty-two percent to vocational schools, and twenty-eight percent to comprehensive high schools.

The average time spent by students in adult occupational courses, with the exception of apprentice trade (150 hours), is one hundred twenty hours per year. Classes generally meet twice a week for three hours per evening.

BUREAU OF CETA

Carol Cataldo, Assistant Director

The Division feels that it has made considerable progress in acquiring staff, establishing procedures, and aiding in the implementation of new manpower training programs under Section 112 of the Comprehensive Employment and Training Act of 1973 (CETA). Seven "prime sponsors" were served and extensive, successful collaboration with other State agencies such as the Office of Manpower Affairs was undertaken by the Division's CETA staff.

ANNUAL REPORT

Director, Bureau of Preparation, Certification and Placement

Year Ending June 30, 1975

The activities of the Bureau over the past fiscal year have reflected specific statutory mandates of the Board of Education delegated as responsibilities to the Bureau, and the Bureau's interpretation of those responsibilities as described in its objectives under six Program Statements. The statutory mandates include:

1. General Law, Chapter 15, Section 1F
   - provides that the Board shall set minimum standards for the employment of professional personnel in the public schools
2. General Law, Chapter 71, Section 38G
   - authorizes the Board to set standards and issue certificates and requires school committees to employ only those certified or exempt.
3. General Law, Chapter 71A
   - provides authority similar to Chapter 71, Section 38G to teachers of Transitional Bilingual Education
4. Chapter 748 of the Acts of 1968
   - authorizes participation in the Interstate Certification Compact and the approval of intrastate and interstate certification
5. General Law, Chapter 69, Section 6
   - mandates the Board's responsibilities in the placement of educational personnel
6. Chapter 694 of the Acts of 1972, Sections 4 and 5
   - mandates the collection of a fee from applicants for certification and placement
7. Chapter 847 of the Acts of 1973
   - mandates major changes in preparation, certification and placement of education personnel.

The responsibilities of the unit have been organized into five programs which were described in the Expenditure Plan submitted at the beginning of the fiscal year. They are Program #2 - Preparation, Program #3 - Placement, Program #4 - Certification, Program #5 - Fee, Program #6 - Microfiche. Program #1 designated last year as Professional Standards has been eliminated this year as a major activity of the Bureau because the office of the commissioner and the office of the executive planner have handled the liaison work between the department and the commission and the office of the deputy commissioner have been responsible for providing logistic support for the commission's activities. The activities associated with each of the five programs will be described separately below.

PROGRAM #2 PREPARATION

During FY 1975 program approval visits were completed at eight institutions. A visit scheduled for one additional college had to be cancelled because of internal problrms at that institution. Thirty nine of the programs reviewed at the eight institutions were approved and action was deferred on four others. One hundred four practitioners and preparers together with staff devoted 23 days, for a total of 2,392 man/days at the institutions, reviewing programs and developing written recommendations. In addition, bureau staff members have met regularly with the staff and administration of the institutions visited both before and after the formal reviews. At these meetings the standards have been interpreted and assistance has been provided the colleges in developing appropriate information for review by the visiting team. Bureau personnel have provided 94 days on pre and post visit consulting time and 31 days at the institution during the formal program review visits.

The Interstate Certification Compact requires the publication of all programs approved in the state and the dissemination of this publication to the signatories of the compact. This publication was prepared during FY 1975 and has since been mailed to the appropriate office in each state and all teacher preparatory institutions in Massachusetts. In addition, a list of all colleges scheduled to be visited during the year was, in accordance with the provisions of the Compact, forwarded to all member states.

Other professional preparation activities of Bureau personnel included participation in five National Council for Accreditation of Teacher Education college accreditation visits, one out-of-state Interstate Certification Compact visit, one national meeting on accreditation standards, and attendance at nine Special Education Task Force meetings. In addition, the Director in his dual capacities as Northeast representative on the standards committee of the National Association of State Directors of Teacher Education and Certification, and as first vice chairman (chairman as of July 1975) of the Committee of Compact Administrators of the Interstate Certification Compact, has contributed many hours of his own time toward improving the "Standards" (Bulletin 351) and their administration.

PROGRAM #3 PLACEMENT

Twenty-six publications listing 2,359 openings have been sent to over 4,000 registrants.* The revised printing process described in last year's report has operated successfully for over a year. This new process is part of the reason we have been able to issue lists more often this year than in the past despite the necessity of operating the program with an EEA employee when the regular supervisor left.

We continue to establish credential files for those registered with our placement service and to make these credentials available to employing authorities at their request. Employment counseling of applicants has been continued on a reduced basis and is done primarily by administrative staff of the Bureau as time permits.

In order to reduce the number of applicants and make it possible to continue the service with reduction in staff we have stopped notifying registrants that their registration period (one year) is running out. This has resulted in a drop in the numbers renewing their placement registration as they must now initiate the renewal process without being reminded.

On a positive note, with the assistance of the Associate Commissioner of the Division of Administration and Personnel we have received substantial sums for our third class postage fund so that what has been a continuing problem in getting the placement lists out should be solved for the immediate future.

* See TEACHING POSITIONS REPORTED (attached)

PROGRAM #4 CERTIFICATION

During FY 1975 the Bureau received 27,000 new applications for certification and 1,394 requests for duplicates. Twenty-four thousand three hundred and twenty-eight certificates were issued -- an increase of 3500 or 16% over FY 1974.* Many of these had applied during previous fiscal years and finally met the requirements during this year. Often an applicant will apply early in his preparational program in order to receive specific advice and guidance as he or she works toward the completion of a program leading to certification. The vast majority of those applying are certified in less than two weeks from the date a completed application with supporting documents and fee are received. Once an applicant is certified the folder is sent to the data processing center where basic information is put on computer tape and the certificate is printed. It is then returned to us to be placed in an envelope and mailed. The time required for this is at least one week and can be longer depending on the load at the data processing center.

A substantial number of applicants having come through a non-traditional preparation program or having prepared at several institutions and sometimes for careers other than the one for which they are applying need guidance and counseling as to the most appropriate way to complete certification requirements. Often extensive correspondence and other communication is required for the evaluator to determine if an applicant's preparation has met the Board's requirements. This process is a very time consuming one requiring extensive communication between Bureau personnel and the applicants. In addition to innumerable telephone and drop-in consultation, and letters and postcards written, evaluators have conducted over 2,500 in-person interviews in order to assist and advise applicants about their needs for certification.

Despite the loss of Mr. Burke's position the Bureau continued a program by which these consultant services were being provided for applicants and others at the Pittsfield, Springfield and Worcester Regional Education Centers. We had planned to extend this service to the Northeast and Southeast centers and broaden it to two days each month in all the centers but these plans had to be curtailed when we were unable to fill Mr. Burke's position and subsequently lost the additional positions described above under Personnel.

Extensive time was spent in advising teachers and employing superintendents concerning waiver provisions and their appropriate use. About 400 waivers were requested by 61 superintendents and, in many cases after extensive communication, 301 were granted. This included 8 waiver requests that were for the fourth, fifth or sixth year and which had to be prepared for action by the Board of Education.

The Director and the Assistant Director have attended regularly ten meetings of the Commission for the Division of Educational Personnel and have provided certification information and data requested by the Commission only through the Chairman and the Department Liaison as directed. In addition, this office has completed and returned over 50 questionnaires on professional preparation and certification for institutions throughout the United States and other countries..

Program #4 Certification continued

Certificates are issued by the unit in several areas as prerequisites to approvals being granted by other offices within the Department of Education. The Division of Special Education requires a teaching certificate issued by this office as a prerequisite for approvals granted by Special Education for candidates who plan to work with children with special needs. In recognition of services provided to the Division of Special Education that Division has for several years contributed resources toward the operation of the Bureau of Teacher Certification and Placement. The Division of Occupational Education requires a certificate as a prerequisite for approval of its academic teachers and other specialized personnel such as Audio-Visual Media Specialists and Librarians. We have continued to attempt through appropriate channels to gain support from the Division of Occupational Education similar to that provided by Special Education. The State Plan for Occupational Education requires that a regular certificate be issued in the appropriate field prior to approval being granted by Occupational Education. Additionally, superintendent/directors of vocational schools utilize the placement services of the unit to staff their schools. It seems both timely and appropriate that some support should be provided the unit by the Division of Occupational Education following the Special Education model.

* See Record of CERTIFICATES ISSUED (attached)

PROGRAM #5 FEE

During FY 1975 the Bureau has collected, receipted and prepared for transmittal to the state treasurer's office the following:

$266,630.00	from applicants for certification
21,060.00	from applicants for placement
1,344.00	from requests for duplicate certificates
$289,034.00	total transmitted

This program requires the full time of two individuals with additional assistance during some periods of the year. It places an excessive burden on the staff of the Bureau because the additional positions requested in 1972 to implement and operate this program have never been provided. When the law was passed in 1972 Department Counsel ruled that the Director was obligated to collect these fees. In 1975 with the staff cutbacks the question was posed again and the same answer was given by the new General Counsel. The question remains: What recourse does a responsible public official have when it gets to the point where he physically cannot collect fees for which the law says he is responsible?

PROGRAM #6 MICROFICHE

To date labels containing basic information - (name, address, number certificate codes) have been applied to microfiche jackets for one half (about 90,000) of our files. The records of the last part of the alphabet (S through Z) have been filmed, inserted, justified and the originals destroyed. When this process is completed most of our ninety-one file cabinets will be replaced with about six smaller microfiche cabinets. We will be using just a few regular five-drawer cabinets for records in transition.

The completion of this project would eliminate trips to the 13th floor to retrieve files and would effect a substantial savings in floor space. It would require approximately one person with associated supplies to process new folders and to add supplementary information to existing microfiched files.

Unfortunately, we have been unable to make much progress on this program during FY 1975 because the resources needed were not available. During FY 1975 approximately 20,000 labels, each with basic information about a certified individual, were applied to empty microfiche jackets. Duplicate file cards for these 20,000 individuals were destroyed. This operation was suspended because of lack of personnel. The filming of documents of newly certified individuals whose last names begin with T through Z was terminated in January. Accordingly, additional file cabinets are needed for this part of the alphabet. These T through Z previously certified are all on microfiche.

TEACHING POSITIONS REPORTED
July 1, 1974 - June 30, 1975

Elementary	112
English	115
Social Studies	51
Mathematics	111
Chemistry	25
Physics	21
Biology	53
General Science	67
Earth Science	16
French	22
German	4
Spanish	23
Italian	1
Russian	2
Polish	1
Audio-Visual Media Specialist	11
Other Modern Language	1
Latin	3
Physical Education	76
Health	12
Business	41
Home Economics	61
Industrial Arts	112
Reading	69
Art	40
Music	98
Speech	11
Driver Education	2
Special Education	189
Speech and Hearing Handicapped	61
School Psychologist	55
Guidance Counselor	106
Guidance Director	7
Elementary School Principal	35
Sec. H.S.-Jr. H.S. Principal	64
School Librarian	45
Supt.- Asst. Superintendent	23
E.S.L.	2
Bilingual	17
Administration	226
Miscellaneous	368
TOTAL	2,359

RECORD OF CERTIFICATES ISSUED
July 1, 1974 - June 30, 1975

Certificate Field	Original Issue	Issued by Reevaluation	TOTAL
Elementary	7189	444	7633
English	1491	266	1757
History	621	89	710
Geography	40	10	50
Social Studies	1353	262	1615
Mathematics	653	134	787
Chemistry	114	29	143
Physics	80	26	106
Biology	338	58	396
General Science	351	153	504
Earth Science	61	22	83
French	373	56	429
German	52	13	65
Spanish	257	110	367
Italian	16	10	26
Russian	22	11	33
Portuguese	7	4	11
Other Modern Language	1	4	5
Latin	21	2	23
Polish	1	1	2
Greek	2	4	6
Health & Physical Education	799	58	857
Health	49	21	70
Business Subjects	329	33	362
Home Economics	243	26	269
Industrial Arts	189	38	227
Reading	193	662	855
Art	621	111	732
Music	425	51	476
Speech	89	12	101
Driver Education	9	21	30
Audio-Visual Media Specialist	14	65	79
Special Class	18	19	37
Speech & Hearing	268	28	296
Teacher of the Deaf	00		
Supervisor-Health & Physical Education	5	21	26
Supervisor-Health		2	2
Supervisor-Business Subjects	3	16	19
Supervisor-Home Economics	00		
Supervisor-Industrial Arts	4	15	19
Supervisor-Reading	5	82	87
Supervisor-Art	6	22	28
Supervisor-Music		14	14
Supervisor-Driver Education		2	2
School Psychologist	55	283	338
Guidance Counselor	221	963	1184
Guidance Director	14	214	228
General Supervisor	20	221	241
Elementary School Principal	36	445	481
Secondary H.S.-Junior H.S. Principal	63	583	646
School Lib rarian	114	109	223
Superintendent-Asst. Superintendent	23	115	138
	16862	5958	22820

RECORD OF CERTIFICATES ISSUED Cont'd

Bilingual Certificates

Elementary	61	47	108
English	6	9	15
History	1	6	7
Geography		2	2
Social Studies	7	21	28
Mathematics	1	4	5
Chemistry		1	1
Physics	1	1	2
Biology		2	2
General Science	1	5	6
French	5	6	11
German		3	3
Spanish	12	22	34
Italian	2	2	4
Russian		1	1
Portuguese	3	6	9
Other Modern Language		1	1
Business Subjects		1	1
Industrial Arts		1	1
Reading	1	1	2
Speech & Hearing		1	1
Art	1		1
	102	143	245

Duplicate Certificates

Issued July 1, 1974 - June 30, 1975 1394

Total Certificates Issued 24328

ANNUAL REPORT

YEAR ENDING JUNE 30, 1975

Division of Research, Planning & Evaluation

Bureau of School Management Services

Leo P. Turo, Director

In 1974, the Division of Research, Planning & Evaluation expanded to include the Bureau of School Management Services, with Leo P. Turo as Director. The role of the Bureau of School Management Services increased to encompass the management of the data processing center and the coordination of data collection. This move was part of Commissioner Anrig's reorganization plan for the Department of Education.

Tasks assigned, and assumed, have been as follows:

School Management Services - Data Collection Coordination:

- Clearinghouse for Management Information
- Coordination of all Department Data Collection
- Development of on-going Management Information Systems
- To Provide Expertise on State and Federal Aid Programs
- To Provide Expertise on Local Management Problems
- To Provide Standards for Local Management and Fiscal Control
- System Analysis for Information Flow

Data Processing - Statistical Services:

- To Provide the Department with Electronic Data Processing
- To Process and Edit Data for Management and Public Consumption
- To Produce Management Information Reports
- To Provide Expertise in the area of Data Processing Activities

Administrative Services - Policy Control:

- Setting Policy for Information Flow and Dissemination
- Coordination of Department efforts to satisfy various publics concerning information requests

Services:

- To Provide Expertise on Legislative Matters
- To Produce Legislative or other Simulations of State Aid
- General or Special Management Information Reports

Areas Served:

- Board of Education
- Office of the Commissioner
- Office of the Deputy Commissioner
- Office of Executive Planning

Programmatic Services:

. Categorical Identification of Programmatic Needs in order to achieve and maintain a comprehensive data bank of Department programs and Federal projects

  From this Data Bank produce timely and meaningful Management Information Reports to the various publics

Occupational Education:

. State Aid to Occupational Programs under the Provisions of Chapter 74
. Federal Project Control
. Federal Reporting Requirements
. Project Career data processing needs
. Occupational Education Teacher Certification

Special Education:

. State Aid to Special Needs Programs under Chapter 766 (Census and Financial)

Curriculum & Instruction:

. ESEA Project Control and Reporting
. Bilingual Census and Financial Processing
. General Research and Statistical Reporting

School Facilities and Related Services:

. To Maintain Data Bank of School Facilities

Internal Services:

. To Maintain the Mechanics of all Internal Systems
. To Coordinate Programmatic and Internal Management Information Systems

Services:

. To Process all Internal Data
. To Provide Regular and Special Management Information Systems Reports
. To Aid in the Development of New Management Information Systems

Personnel Office:

Services:

. To Process all Transactions pertaining to Personnel Changes, etc.
. To Aid in Personnel Development and Manpower Information
. To Produce Reports as requested by Personnel

Certification and Placement:

Services:

. To Maintain Automated Systems for Processing Applications for Certi-
  cation
. To Maintain Placement Systems
. To Maintain Waiver of Certification System

Budget Management:

Services:

. To Provide Internal and External Management Information Reports in
  order to give this Bureau the comptrollership information needed to
  fulfill its role
. To Provide Advice of Audits and from them, complete audit trails
  necessary in State Reimbursement Programs
. Continue Development of Management Information Systems
. Coordination with Bureau of External Audit

Internal Services:

. To Develop and Maintain a flow of Management Information between the
  various units in the Department and the various publics of the Department

Services:

. To Provide Management Information Systems Reports in a consumable format
  for dissemination

External Audit:

Services:

. Advice of Audits to aid in internal audit process for state and federal
  aid programs

Regional Centers:

Services:

. Facilitators in the Dissemination Process
. To Focus Aid in Managerial Problems to the LEAs
. Providing Data Systems to Aid Management Systems in LEAs
. Clearinghouse for Data Information

The Director continued to provide aid and assistance to transportation committees, administrators and private citizens to foster safe, efficient and economical school transportation.

In conjunction with the Governor's Highway Safety Bureau, the Massachusetts Registry of Motor Vehicles and the Massachusetts Department of Public Utilities, along with the Massachusetts Association of School Bus Contractors, the Bureau conducted the Fifth Annual Pupil Transportation Conference in February at Dunfey's Hyannis Resort. The meeting this year centered on communication between school administrators and school bus contractors. The conference was attended by more than 250 people.

The Director is Coordinator for the Northeast States of the Interstate Energy Conservation Leadership Project. Mr. Turo coordinated an IECL Conference in January, at the Parker House, Boston. Participants included state and local energy officials.

Mr. Turo has been attending the various meetings of the Massachusetts Association of School Bus Contractors, the Massachusetts Association of Municipal Accountants and Auditors, the Massachusetts Association of School Business Officials, and the Interstate Energy Conservation Leadership Project, all of which he is a member. He was honored recently with the distinction of Registered School Business Official, which is a recognition made by the Association of School Business Officials.

Mrs. Carolyn Rogers, Senior Supervisor in Pupil Transportation in this Bureau, continues to work on the School Bus Driver Training Program in conjunction with members of the Registry of Motor Vehicles, the Governor's Highway Safety Bureau, the Massachusetts Department of Public Utilities - Rail and Bus Division, and the Massachusetts School Bus Contractors Association. Legislation mandating this training is expected to be passed in this session and to be effective within one year. Training seminars are being planned for April school vacation. The group is also working on updating the Class 2 book and test for school bus drivers.

In conjunction with the overall need for materials and direction for driver training, Mrs. Rogers has completed a handbook for drivers of special needs children, in keeping with the training mandated in Chapter 766.

Mrs. Rogers continues to advise on routing and scheduling problems by visiting communities requesting aid in revising and revamping their routes for more efficiency and control. She has also worked with the Division of Special Education in setting up routes for the various schools handled by the state, and has acted as an advisor in the standardization of bid specifications. Much of Mrs. Rogers' time is spent "in the field", advising school administrators on bid specification writing.

Other areas in which Mrs. Rogers is presently working are:

- Revision and updating of Guidelines to Pupil Transportation (just recently published)
- Advisor to the Bureau of Equal Educational Opportunities relative to Racial Imbalance, Chapter 636 and METCO
- Contact for Legislative Liaison Group relative to school transportation bills being heard
- Development of a School Bus Ridership Guidelines
- Review of Incoming End of Year Pupil-Financial Reports in the area of transportation
- Transportation-related energy problems
- Involvement in the coordination and organization of the Annual Pupil Transportation Conference

Bureau of Research and
Assessment

Janice J. Weinman, Director

I. Testing and Reporting of Findings of Educational Assessment Program

A. End of May, 1975: 7 summary reports on Reading, Mathematics and Decision-Making for 9 and 17 year olds, on Occupational Knowledge and Occupational Attitudes for 17 year olds, and on Public Attitudes toward Education and Citizen Response to the State Educational Goals were distributed to Superintendents, School Board representatives, teacher association Chapter Chairmen and Parent Association representatives. These were accompanied by an overall summary report, drawing together all the highlights, and followed by an analysis of the findings' policy implications. Simultaneously, in-depth reports, including detailed breakdowns of the findings, for each subject area, were distributed to all School Superintendents in Massachusetts.

B. Analysis of Students' Transition from School to Work will not be completed within FY'75. A report on the effects of secondary school programs on student lifestyle and career patterns will be distributed in the fall of 1975.

II. Orientation to, and Training in, Assessment Results and Procedures

A. Fall and Winter of 1974: Meetings with Superintendents of Schools throughout the state were held to explain the purpose and administration of the first phase of the assessment program. Cooperation was received from all systems included in the sample.

B. January 1975: Workshops were held with MTA Chapter Chairmen throughout Massachusetts to describe the assessment program and to indicate ways in which teachers can become involved in the assessment effort. Constant communication on assessment progress has been maintained with MTA locals and Executive Board.

C. June 1975: Meetings held throughout the state to explain to Superintendents, school board members, teacher organization representatives and parent association groups the implications of the assessment findings and their possible application on the local level.

D. August 1975: Teams of Department of Education personnel, retired superintendents and substitute teachers

trained to meet in fall of 1975 with local superintendents, school board representatives, teacher organization representatives and parent association members to help local districts analyze and interpret assessment findings. Simultaneously, in conjunction with various divisions in the Department of Education, curriculum workshops organized. Workshops to be held in fall of 1975 with teachers, counselors and administrators to examine programmatic implications of assessment findings.

III. Proposed Legislation

A. Legislation drafted and proposed to encourage the introduction, development and implementation of the assessment of educational performance in cities, towns and regional school districts. Legislation will allow every town, city or regional school district the opportunity to conduct its own assessment, similar to the statewide assessment effort.

IV. Related Research Activities

A. Development of a data bank and compilation of material in existing reports to supplement assessment findings: The purpose of developing a data bank is to make available information describing the nature of the educational system to aid school districts interpret the assessment results on the local level. Data is aggregated along the same reporting categories as the assessment material in order to make all information compatible and comparable. The types of material collected include data on College Entrance Examination Board results, on work-study program, on curriculum trends, distribution of high school graduates, job placement and retraining, professional staff data, Title I material and Right to Read information.

B. Updating of enrollment forecasts for every city, town and regional school district: Enrollment projections are based on a more refined methodology than previously utilized. School districts will be able to receive historical data, a range of future enrollment trends and descriptive explanations of the methodology used. Forecasts can be used to determine the relationship of capacity to enrollment. This will serve as a basis for determining whether programmatic options suggested by the assessment findings are possible.

V. Resource Center

A. In response to requests from schools, school systems and bureaus within the Department of Education for materials and assistance in developing tests, surveys and assessments, a Resource Center was established. The Center collects and maintains 1) examples of test types classified by subject, grade

and use, 2) related research explaining implementation and implications of the tests, 3) material describing assessment efforts in other states, and 4) a data bank to interpret evaluation results.

VI. Development of Assessment Units in Regional Centers

A. In order to supplement, service and support local evaluation activities, assessment units were to be developed in Regional Centers. A structure was to be established and specialists were to be available to work with school systems. The establishment of such units did not materialize during FY'75, but will be initiated during FY'76.

VII. Planning for On-Going Testing

A. On the basis of recommendations from members of the Assessment Advisory Committee, discussions with Associate Commissioners and Bureau Directors, and on an examination of patterns followed on the national level and in other states, 7 options were identified for the second phase of the assessment program, beginning July 1975. From these 7 options, the Board of Education chose three priorities which are now being developed and structured. These include: 1) an assessment of skills in citizenship and social studies, as well as the assessment of students' writing abilities, 2) an evaluation of bilingual and MFICO programs, 3) an examination of the relationship between foreign language programs on the elementary school level and their impact on the high school level. During May, 1975, planning of the second phase was undertaken by the Bureau of REsearch and Assessment with the MFICO Cabinet, the subject area Advisory Committees and the Bilingual Advisory Council.

ANNUAL REPORT

YEAR ENDING JUNE 30, 1975

DIVISION OF ADMINISTRATION AND PERSONNEL

FRED E. WILLIAMS, ASSOCIATE COMMISSIONER

DIVISION OF ADMINISTRATION AND PERSONNEL

INTERNAL MANAGEMENT

The Division of Administration and Personnel, utilizing recommendations that were made in the final report of the Management Improvement Project, achieved significant progress in strengthening the fiscal and personnel support programs in the Department. Specific activities included:

- Designed and implemented budgetary process that provided for program definition, staff involvement, and program management information needs.

- Completed planning process regarding the allocation of program funds by Board of Education priority.

- Strengthened local aid projection techniques and procedures.

- Designed and implemented procedures to monitor expenditures.

- Established effective working relationship with the executive branches of state government and with legislative ways and means committees.

- Designed and implemented personnel information system.

- Designed a comprehensive plan for affirmative action and equal employment.

- Established the capacity to coordinate department staff development activities.